

School Activities

Pupil Managed in the Elementary School

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A School Co-operative

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How We Do It

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Parties for the Season

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School Activities

The National Extra-Curricular Magazine

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Contents

Pupil Managed Living in the Elementary School	155	Science in the High School Assembly.....	170
The Newsreel—a New Student Activity.....	157	Publicity and the Activities Program.....	175
A School Co-operative.....	159	News, Notes, and Comments.....	178
Affirmative Rebuttal Plans.....	161	How We Do It.....	181
Scholarship Contests as an Extra-Curricular Agency.....	163	Have You Read These?.....	186
Pittsburgh Children Dedicate a Memorial.....	165	School Clubs.....	187
Stage Your Own High School Review.....	167	Stunts and Program Material.....	191
Leaders Are Made.....	169	Parties for the Season.....	194
		School Activities Book Shelf.....	199
		Comedy Cues.....	200

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As the Editor Sees It

We are very happy to welcome to our Advisory Board—Mr. K. J. Clark, Principal of Murphy High School, Mobile, Alabama, whose contributions to the field of activities have been numerous, varied, and substantial.

Dr. Shirley A. Hamrin, Associate Professor of Education, Northwestern University, teacher, speaker, and co-author of "Co-Curricular Activities in the Elementary Schools," recently published.

These two well-known educators will assist *School Activities* very materially in achieving its aim of "useful and practical material for school people."

Signs of a new day in inter-collegiate athletics—

"This is a beginning in the right direction," states President Conant in announcing that Harvard now has about \$200,000 in its athletics endowment fund which is designed, ultimately, to end dependence on gate receipts. As we have emphasized before, gate receipts are inextricably bound up with "winning" teams and nearly all other athletic abuses, and when they are abolished much of the grief of the athletic program will disappear.

In order "to bring it (football) into a proper place with other college educational activities," a well-known (in football) university has announced an intelligent program which includes limiting the number of games and the area played in, and eliminates athletic "scholarships," training camps, and player-attracting devices.

The University of Chicago has already put its football house in order, much to the disgust of a few of its students and alumni, and, of course, of the sports writers who dote on and live profitably through Roman spectacles.

Yes, there are a few radio programs of caliber. However, judging by the usual dime-novel-melodrama and intelligence-insulting-blah program one would naturally assume that the average American is either a moron or a child. Another excellent school

opportunity for vital education to the end that this trash and tripe will be as unprofitable to its broadcasters as it is to its listeners.

The State Board of Education of Georgia has approved the Governor's recommendation that a copy of the King James version of the Bible be given to every school child in the state. The Bible is still the World's "best seller." Quite apart from its religious implications, the Good Book represents high-class literature. It is to be regretted that sometimes tolerance and intolerance prevent it from being considered as such.

Despite the fact that interscholastic competitions in music and forensics appear to be well established at the present time, there is wide-spread opposition to them. In order to help clarify thinking for tomorrow's policy, *School Activities* desires to present both sides of the picture. It has a good "pro" article but needs a corresponding "con." If you don't believe in these contests, why not write up your disbelief for our readers?

News note, July 12, 1937: "Students at University next year will be permitted to hold dances on the campus for the first time in the history of the institution. The Board of Trustees revoked the anti-dancing restriction by a vote of 16-9. The nine who voted against the change were clergymen." And we'll bet that these same clergymen bemoan the absence of young people from their respective churches!

Professor John Madigan of St. Thomas College, improved the marks in his physics class by sprinkling satisfactory papers with attar of roses, fair papers with hydrogen sulphide, and failures with butyric acid. And he checked tardiness by rigging up a photo-electric cell so that late arrivals were automatically announced by a loud gong. Not bad, eh?

Pupil Managed Living in the Elementary School

F. C. BORGESON

Professor of Education, New York University

IN THE DEGREE that school life assists the child to be actively adaptable in all his human relationships is school education serving its basic purpose. No child or adult can ever become actively adaptable in any situation largely dominated by another individual. Instead, unhealthy forms of passive adaption take place, such as submission, silence, withdrawal, bitterness, timidity, dependence on others. In the long run there is only one form of education that counts for much and that is school and non-school education chiefly characterized by self-direction, self-dependence, self-appraisal, self-adaptation—yes, self-fulfillment through self-education.

There is ample evidence to show that self-expression, originality, initiative, confidence, resourcefulness, and leadership are best developed in pupils when they participate in situations which are real to them, when genuine living is going on under an abundance of self-direction. Too often pupil participation becomes artificial and lifeless because of an unwise amount of teacher domination—all in the name of the so-called "activity program." Genuineness in pupil participation is present in direct ratio to the amount and kind of provision made for freedom for initiative, choice-making, guided self-direction, and sharing in the study and solution of actual current problems in the school and the community.

ACTIVITY VS. ACQUISITION

What an individual does and how he does it is far more important than what he knows. Clearly, better schools are recognizing this. "Academic" schools are slowly but surely being converted into "activity" schools. Sane school people are not extremists of either school. Certain minimum knowledges, skills, and attitudes are essential before worthy and realistic activity can ensue; an abundance of functioning knowledges, skills, and attitudes result from those wisely utilized in active living, that is, activity in which the participant has played an important role in purposing, planning, executing the plan, and evaluating.

What are the implications of this point of view for the elementary school? Can and should the elementary school go much further than the liberally progressive schools that are now taking the "activity program" seriously? These and related

questions are timely for elementary school people, crucially so for secondary school people.

There are many isolated pioneer teachers who harbor such genuine understanding and respect for the personality of each child in their charge and such active concern for the fullest development of each, that they have discovered repeatedly how essential is this characteristic of a genuine learning situation, namely, that the learner share heavily in managing and directing the situation. Only thus does it hold significance for the learner. On the other hand, what a tragically small per cent of our one million school teachers in the United States have as yet caught the real significance and the many implications of this essential to any true teaching-learning situation.

ACTIVITY MISUNDERSTOOD

Often as a result of misconceived notions as to what the "activity movement" (activity program, activity curriculum, activity school, unit of work activity, extra-curricular activity, co-curricular activity, student activity, etc.) is all about, large numbers of teachers steer children into a lot of more or less meaningless, though well intentioned performance. Most of them seem to think there must be a predominance of physical activity or handwork. While this in itself has been a distinct advance over some of the experiences children were once obliged to undergo in the name of school education, they fail to recognize, let alone to realize, the basic principle of self-directed education. The result has been a shift from one form of teacher-directed, teacher-dominated, even teacher-prescribed education, to another.

Direction, domination, prescription is one thing; guidance is quite another. The old-fashioned notions about so-called "extra-curricular" activities found in many high schools often worked out the idea of teacher-guidance and pupil-management better than we find it working in many of our supposedly liberal minded "activity program" elementary schools. Why? Is it because in general the secondary schools lead the elementary in professionalizing their procedures? Hardly.

ARE PUPIL-DIRECTED ACTIVITIES POSSIBLE IN THE ELEMENTARY SCHOOL?

Perhaps teachers have been led to under estimate the potentialities of elementary school children.

Let's give children credit for the sense they've got—and give them a chance to use it. It is amazing the rare judgment that pre-school children display. But, once they have been in school for a time, good judgment and imagination resulting from much practice in demanding situations seem to hibernate because teachers judge and imagine for them.

A series of experiences, that is, a program for elementary school children worthy of being labelled life-like and genuine, may be conceivably more difficult to develop than one in the secondary school because of the relative immaturity of the pupils. It will require a greater amount or a different type of teacher effort and guidance. At the same time there are compensatory factors, such as nature of school organization and suggestibility of pupils, that make the development of an elementary program in which pupils share heavily in the making and the administering, even more possible and probable than in the secondary school, provided ample and intelligent leadership is present.

"SCHOOL LIFE ACTIVITIES" DEFINED

A working definition of the sort of experiencing discussed here might clarify our thinking. We are concerned with experiences that are positive, that is, that involve activity on the part of the individual undergoing the experience, that are meaningful and hence life-giving. The writer therefore suggests the term *school life activities* to designate those pupil experiences, on any school level, in which the assuming of responsibility, the making of decisions, the directing of activity, and the securing of pleasure by and for the children themselves are of major importance.¹

Life to be in any wise a successful venture must be a joyous, pleasurable experience if it would lead onward and upward to higher levels of individual and social attainments. If one further analyzes successful adult living, well to the top of any list of desirable traits will be the other three of the above definition, namely, responsibility, the ability to make decisions, and leadership in one form or another.

If this be true in the case of successful adult living, how equally true it is for the periods of childhood and adolescence. An abundance of experiences which call such activities into play are therefore imperative in order to further successful living at each stage of development.

SELF-DIRECTION OR LAZY RESIGNATION

Let us not be misled though by this principle of self-direction in education and therefore in life. Much of life, both in school and out, for both child and adult, consists of doing things decided upon by others, of recognizing the wishes of others, of doing things for others. Some of these acts are

performed "against our better judgment," but many because we prefer to make no judgment. The socially desirable attributes attendant upon "doing for others" are quite separate and apart from resigning our behavior to the dictates of others.

There are very definitely two sides to the story of the child in a progressive school who one morning asked the teacher, "Do we *have* to do the things we want to do today?" The majority of humans are down right lazy, mentally. Most of us want other people to make our decisions for us. Most people are passively happy in jobs which place no strain on their "gray-matter." Now some would argue that this is fortunate in that if it were not so, friction, internal strife, veritable chaos would result if everybody really began thinking, began making their own decisions, began directing their own activities. Actually the release of the individual will never come until he is freed and able to do just that. In the process he will soon discover for himself how dependent self is upon socius, how interdependent are individualization and socialization. He will discover that the greatest advances for the group come from collective attack on problems, from cooperative group analysis and decision making.

NEW ATTITUDE NEEDED BY TEACHERS

For schools all this simply means that teachers must learn the techniques of directing and leading group thinking and inspiring individuals and groups of children into worthy action, that is, to assume responsibility for their own mental and physical behavior, to make significant decisions constantly that rightly effect their own lives and that of others, to direct activities of self and others and to do this in a large number and variety of situations in such a way as to bring much joy and happiness in living for others and for self.

The conventional school program with its socially and psychologically unsound procedures can never bring this about. Progress toward this objective will be made when we as teachers and principals begin to have more faith in children, to the point where we welcome them to participate in making plans for the school, where we honestly release our fearful grip on them enough so that they speak out their *own* mind and not merely reflect the thoughts and wishes of teachers and parents. Wise guidance will displace compulsion, and children in the elementary school will begin to manage their own everyday school lives, a condition prerequisite to adequate preparation for an actively participating citizenship in a democracy.²

1. Borgeson, F. C. *Elementary School Life Activities*. Vol. I. All School Activities. Vol. II. Group Interest Activities. Barnes, 1931.

2. For a commendable recent treatise of the problem dealt with in this article see: Otto and Hamrin. *Co-Curricular Activities in the Elementary School*. Appleton-Century, 1937.

The Newsreel---a New Student Activity

ARTHUR STENIUS

Director of Publications and Visual Education, Western High School, Detroit, Mich.

THE AVERAGE high school's extra-curricular program is broad and constantly changing to meet the needs of the students. In spite of this continuous growth or change, truly new activities of major importance are few and far between. A model airplane organization may be formed to fill the place of a defunct checker club, and an occasional book of verse may supplement the regular publication schedule of the school, but in all such instances the nature of the change is the expansion of an accepted activity, rather than the creation of a new one. When a new student activity is developed, therefore, and a four year trial proves it to be one of permanent and worthwhile nature, there is justification for more than the usual attention given a newcomer to the extra-curricular program.

The school newsreel is such an activity. Started four years ago at Detroit Western High School, this entry to the extra-curricular field has so grasped the interest of students that in this school of its origin it has gained an acceptance on a par with major sports and publications. It is the most financially secure of all student activities. It supplements the various phases of curricular and extra-curricular school life to a degree that sets it above all other student activities. That such a position is not caused merely by administrative favor is proven by similar success in other schools that have taken up the school newsreel, even though their period of experience with the activity is short.

The history of student-made motion pictures is of little value in proving the worth of the procedure, but a brief outline of the start of the high school newsreel may be justified in that it shows clearly how easily any school may add the activity to its extra-curricular program. Because the newsreel activity was new, untried, and demanded certain expenditures, consideration had to be given to the possibilities of student-made pictures before administrative permission could be given for the purchase of needed equipment.

Just how could such an innovation be justified? First, there was assurance that the students would support the activity, for there are few thrills as great to the adolescent as that of seeing himself and his friends in the "movies." If every program, in addition to the regular sport and organization features, presented numerous "shots" taken at ran-

dom around the school, it seemed probable that the student body would react favorable to its new activity.

But the primary object of the activity was not profit, although ability to support itself was a necessary element. Therefore the attempt was made to see just how the students and the school would gain by the newsreel. Experience has shown that the advantages offered by the activity are almost unlimited, but even when the worth of the procedure was mere conjecture, there seemed to be sufficient justification for it.

The athletic department was strongly in favor of expansion of the extra-curricular program in the direction of the newsreel. Meagerly supported sports such as cross country running, girls' field hockey, golf, etc., could be brought to the school's auditorium screen and the double achievement of stimulating student interest and giving recognition to participants would be gained. Shots taken at games played away from home, and during practice sessions, would be of interest to the students, and a special reel of such material promised to add something to athletic "pep" meetings. Then, too, because a camera capable of taking slow motion pictures was being considered, there was some possibility that athletes such as high jumpers, shot putters, and hurdlers could gain much by actually seeing the form they used and the flaws to be corrected, and teams might be able to see mistakes made, if some were caught by the camera when actual plays in a game were being photographed.

But other organizations stood to gain as much as did the various athletic groups. "Shots" taken at a class play rehearsal would be good advertising for the production. School personalities such as debaters and publication editors might be given the added recognition of appearing on the screen. A true class history could be achieved by taking pictures of the respective classes each year or semester and showing those of one class to the members of the group at class day exercises. And a novel type of parent-teacher program could be offered by really showing parents what the students were doing. Because of the mentioned possibilities and additional minor ones which went further to justify a trial of the newsreel, permission was given to purchase equipment.

To one not familiar with photography equip-

ment, the mere mention of the purchase of material for making motion pictures may seem far beyond any school fund. To the contrary, however, any school which lists a 16mm. projector and a screen as part of its visual education equipment can secure all the necessary materials for less than a hundred dollars. True, five or six hundred dollars could be readily spent in purchasing equipment, but with camera concerns now striving to put motion pictures within the reach of all, splendid equipment which any individual can operate after a few minutes instruction can be very reasonably bought. All that is needed by a group about to present a newsreel production is a camera and a couple of rolls of film; lights, light meter, titler, and other equipment can be purchased later on, when the activity has had sufficient opportunity to develop.

For the average high school, there can be no hope of presenting at close and regular intervals a complete program picturing goings-on about the school. For bi-weekly presentations, an eight to ten minute newsreel is sufficient to touch most of the important activities held, but a complete presentation of an hour can readily be made available either by adding organization presentations, such as a dramatics club one-act play, or better, by renting at a very nominal cost from various film libraries throughout the country, sufficient films of the travelogue, music appreciation, or animated cartoon type to fill out a full hour of pictures. Such a policy will permit a school to present a program for about twelve or fourteen dollars.

But one of the greatest points in favor of the newsreel as an activity is the fact that it can be almost one hundred percent a student activity, and the demands on faculty time for supervision is much less than that of such positions as publication advisors or athletic coaches. With the exception of the development of the film, which is done by the makers of films, all other steps in the producing of motion pictures can well be carried through by students.

As already stated, a few minutes of instruction is all that is needed to take acceptable pictures, and as the picturing of certain persons or actions is the desired end instead of camera artistry, student-made pictures after very little experience are surprisingly good. The editing of the developed film can well be turned over to a student, and unless school regulations make it necessary that a teacher operate the building's motion picture projector, the showing of the films can also be carried through by pupils.

Just where the limits of the value of the school's newsreel and motion picture equipment should be set depends entirely upon the ingenuity of those in

charge of the activity. Some other directions in which worthwhile achievements can be reached such as student produced comedies can readily be seen, but in each of these directions there seemingly are ever expanding opportunities. In the field of "home-made" visual education films there is sufficient promise of worthwhile developments to justify the activity on that ground alone.

At Western High School such student-made visual aids have already been attempted with marked success. Pictures of various laboratory techniques which the student must learn if he is to carry through his experiments correctly have been taken and shown to following classes as a supplement to a teacher demonstration or lecture. At present, work is being done by students in attempting to supplement such subjects as commercial geography and economics by films on certain phases of subjects taken up in various courses. An example is a film in which different steps in the produce industry are shown. Unloading freight cars, loading trucks, auctions at the produce terminal, means for refrigeration during transit, and like aspects of the industry can be photographed and the film shown to the concerned classes, members of which will act as commentators or lecturers at the time of the showing.

The school newsreel, and kindred activities which can be developed with it, is not a fad nor fancy. The four year experience of one school is not the only criterion upon which judgment must be based. In Detroit alone six high schools and a few intermediate schools have successfully taken on the activity, and acceptance has been taken up by various other schools in the country, colleges as well as those on the secondary level. The demands of the activity are so reasonable and the rewards so great, that teachers especially interested in extra-curricular activities cannot afford to pass by any opportunity which will secure for their school the slight motion picture equipment needed to carry through successfully this newcomer to the field.

Student-made movies are here to stay. It will not be too far in the future before the newsreel will be as deeply rooted in the extra-curricular program as school publications, clubs and athletics are today. And let it be added in conclusion, that as is the case in any field that is new, to those who are interested in the early development usually come the greatest rewards.

According to the estimated value of school property and endowments in the United States, there is an investment of \$400 for each pupil in the Nation's schools.

Bulletin of the United States
DEPARTMENT OF THE INTERIOR

A School Co-operative

WARNER OGDEN

State News Editor of the Knoxville News-Sentinel, Knoxville, Tennessee

BOYS AND GIRLS have fun making money in the school at the Tennessee Valley Authority's town of Norris, Tennessee, near Knoxville.

These youngsters get more than theory in business training—they get actual experience. They handle real money. They buy and they sell. They have an accounting system and keep books just like any big business does. They make loans and have their own insurance plan. They run a store, a cafeteria, a bank, and gardens. All this is a part of the activity of the Norris School Co-operative.

This Norris School Co-operative is an organization of seventh, eighth and ninth grade pupils, who share the net proceeds of their business activities. Shares can be obtained only through work in the organization, and at present five hours of work earns a share.

The purpose of this organization is not only to provide a means of earning money in a co-operative manner, but to provide services for pupils in the school and practice in every day life activities. Practically all the work is done by the NSC members. The work is organized into various departments, each with a teacher supervisor, a department head, and sub-committees made up of shifts of workers.

Each week a general business meeting of the organization is held to plan the work, establish policies, discuss means of improvement, and develop co-ordination and co-operation. The pupils have their own board of directors, with a chairman, vice-chairman, secretary, recording secretary, and business manager.

The constitution of Norris School Co-operative sets forth as its purpose "to give practice in business training, in co-operation in parliamentary procedure, and in civic improvement." Membership is granted those in the seventh, eighth and ninth grades, "who agree to abide by the constitution."

A summary of the work of the departments may be helpful to other schools considering such an organization.

In the Accounting Department, boys and girls count stacks of real money, do the necessary computing, and keep the accounts. This department is run by four girls and four boys, the girls working on the days the boys have physical education, and the boys working on the days the girls have physi-

cal education. Their duties are to check the proceeds with the daily transaction sheets from each department and to check the work by each pupil during each week. The department also makes recommendations according to financial reports of the NSC. It estimates earned shares, keeps the record of them, and estimates the value of a share according to the dividend deposited by the board of directors. The department sacks all money according to denominations for deposit in a Knoxville bank.

Norris School Co-operative Cafeteria, run by NSC, is divided into five sub-departments: Marketing, Preparation, Serving, Clean-up, and Mid-morning Lunch.

The Marketing Department does the marketing, accounting, and laundering for the cafeteria. This work is done by the ninth grade boys and girls on alternate days.

The Serving Department, composed of seventh and eighth grade boys and girls, serves food in the cafeteria. This department also takes the responsibility of collecting trays.

The Clean-up Department tidies up the cafeteria after the noon lunch is served. Boys and girls of the seventh and eighth grades are assigned to duty in this department. From the serving committee on duty three pupils are chosen to wash and dry dishes. The trays and large plates are washed by a maid hired by the NSC.

The Mid-morning Lunch Department prepares a mid-morning lunch and serves it in the nursery, kindergarten, and rooms of the six and seven year old pupils. The dishes are collected and washed by this group.

The NSC Store is in the cafeteria. It sells school supplies, candy, popcorn, handicrafts materials, etc., for pupils. Much of this merchandise is made by members of the organization. The display counter was made by the shop division of the NSC. Other equipment owned by the co-operative includes a special shelf, a cash register, and an electric popcorn popper.

A student director of this department supervises the work done in the NSC store. The head of this department checks the invoices and sees to it that the daily receipts are deposited in the bank daily. Clerks are on duty for half-hour periods. On one day the store did a business of \$95.86.

In the cafeteria room, adjoining the store, is a



wooden bank cage designated by a sign "Bank." Pupils make out deposit slips just as in a real bank. They have savings accounts and Christmas Savings Club accounts. They can borrow when they have forgotten to bring lunch money or car fare.

Statements as to bank balances are furnished the young depositors. The slip reads, "At the close of today's business your balance is \$....." Members of the Christmas Savings Club receive a little booklet in which is a record of weekly payments.

An Insurance Agency, sponsored by the eighth grade class, is conducted in connection with the bank. Two kinds of policies are sold:

1. Accident and sick policy, which is sold only to NSC members, because the value received is NSC time. If a policy holder is absent two or more days in succession, he can receive NSC time, provided his absence is due to sickness or accident. The premium rate is two cents per month.

2. Endowment policy. This policy encourages systematic saving. The range of policies is within reach of all pupils. There are 63-cent, \$1.25, \$2.50, and \$5.00 endowment policies, with premiums payable monthly, semi-annually or yearly. All endowment policies mature by the following June first.

The agents may sell policies at any convenient time, and they receive one-half hour of NSC time for the sale of each policy. A member of the agency is on duty at a window in the NSC Bank from 11:10 a. m. to 1:00 p. m., to receive payments or to sell policies.

Time is kept by five timekeepers who, working in one-hour shifts, are on duty from 9:10 a. m. until 2:10 p. m.

Each NSC member fills out a time card with his name, date, department, and the time he starts to work. When he finishes his work, he completes the card by inserting the time that he stopped. If the card is correct, it is signed by the timekeeper, who then records the time on a large time sheet. The NSC keeps the small time card as a receipt of time earned.

Credit is given for various kinds of work outside of the regular routine. For instance, one boy rigged up a hot plate to keep cafeteria dishes warm. He spent ten hours on his invention in his own workshop, and was given time-and-a-half for it.

Pupils often help in the library, for which they receive credit on their shares. They make valen-

(Continued on page 185)

Affirmative Rebuttal Plans

HAROLD E. GIBSON

Coach of Debate, MacMurray College for Women, Jacksonville, Illinois

RESOLVED: That the Several States Should Adopt a Unicameral System of Legislation

MANY people have the idea that there is no difference between a good public speaker and a good debater. However, the person who is acquainted with methods and techniques in public speech realizes full well that there is a difference, and that the recognition of this difference by the would-be debater early in his training is of vital importance to his future development. The good speaker has a well worked out speech that has been worked out to meet a certain set of conditions and is not to be adapted to definitely changing conditions. The good debater also has a well worked out speech, but it is always subject to change and modification in accordance with the statements of his opponents. In order to get this flexibility a good debater must sacrifice much in the smoothness of his debating to make an adaptation in argument. Finally, during the speech known as the rebuttal, the good debater discards all of the preparations necessary to the good speech and by force of his vigorous style of speech and his complete adaptation to the arguments of his opponents, he tears down the arguments of his opponents.

Some debate authorities feel that it would be a step in the direction of progress in debate to eliminate completely the constructive speeches and have merely the rebuttal speeches. This might be a desirable objective, but from a practical point of view it seems to fall down. The constructive speeches are an essential to the debate in order to give the debaters first a basis in fact for their period of rebuttal.

It is in the rebuttal that the actual debate gets underway. In this section of the combat all new or all established social systems must be defended against the attacks of the opposition. When the debater is under the pressure of the attacks and the questions of his opponents, his real ability as a debater comes out. It is here that the debater shows his ability to think for himself, to meet the arguments of his opponents and to defeat them. It is a true saying that it is in the rebuttal that the real test of the debater is made.

In this discussion, it will be our purpose to see just how the affirmative team can most successfully meet the arguments of the negative. In addition

the importance of correct procedures in actual debate will be shown.

In looking for materials to use in affirmative rebuttals care should be taken to find the points of weakness in the case of the negative. As soon as these points of weakness have been discovered, the affirmative should make every effort to drive the negative upon these points. If the affirmative is fully prepared for a drive against the weakness of the negative case, they will have a rebuttal plan that will be effective in the actual debate. Some of the points that present major weaknesses in the negative case will be discussed below:

The present bicameral system attracts men of very low average ability into our state legislatures. The fact that the bicameral system of legislation attracts men of very low ability can scarcely be denied by the negative. This places them in a position such that they must defend a system which they are willing to admit has failed to produce good legislators. The affirmative have an opportunity here to attack the bicameral system. They can show that it has failed in the past and that even after years and years of continued existence it still has failed to bring about a reform in its own ranks that will increase the quality of its membership. In attacking this weakness of the negative, the affirmative debater should demand a detailed plan as to just how the negative can hope to bring about a reform that will remedy this weakness.

The affirmative have here a strong rebuttal point because they will be forcing the negative to present a plan to remedy their failure in not being able to attract good men to the legislature. The negative will be definitely on the defensive and will have to defend their plan against any direct attack that the affirmative may devise.

Under the bicameral system of legislation it has been impossible to fix responsibility for bad legislation. The negative cannot attempt to deny that there has been a great amount of poor legislation under the bicameral system. In addition they cannot deny that when this bad legislation has appeared that it has been impossible to fix the blame for this legislation upon any one person or any group of persons. The lower house can pass the buck up to the Senate, and vice versa the Senate

passes it back. The citizen who is annoyed by this lack of responsibility must continue to suffer if we keep the system advocated by the negative. When the affirmative speakers point out that this lack of responsibility does exist and then that the negative system will continue this irresponsibility, they are hitting upon a very good rebuttal point. The affirmative should press with vigor their denunciation of the lack of responsibility in our bicameral legislatures and at the same time point out what would be the result with a one-house legislature.

The cost of legislation is too high under the bicameral system. If there is one place where the affirmative have a strong point in their favor, one that can be used effectively in rebuttal, it is the point upon the cost of legislation. Today the people of this country are crying for economy in our government and for reduced taxation. How can the negative reconcile their stand for the expensive bicameral legislature with this demand for reduced taxation? The affirmative can point out the saving of over 30% in the operation of the one-house Nebraska legislature over the expenses of the previous session. When these savings are applied to all of the legislatures of the United States the saving would be immense. If the affirmative will attack the negative for upholding an expensive system, when a more efficient and less costly one could be adopted, they will be attacking one of the most vulnerable points of the negative case.

Partisan politics exerts too great an influence upon bicameral legislatures. The affirmative should point out that the very best set-up of the bicameral legislature creates the conditions of partisan politics. In the bicameral system there is no responsibility so the actions of the members cannot be checked. The affirmative should press this point of the great amount of partisan politics that we have under the bicameral system and should demand that the negative come forth with a plan for the elimination of it. When they present this plan they will have to defend it just as the affirmative must defend their plan.

SAMPLE AFFIRMATIVE REBUTTAL ARGUMENTS

Below you will find a group of arguments that will appear in practically every argument upon the negative side of a unicameral legislation debate. They will probably not appear in exactly the same form as given below, but they are so essential to the negative case that they will appear in some form. Below each argument will be found an effective affirmative method of dealing with the argument.

Negative Argument—Our state legislatures have remedied their own conditions and so there is no

need for the change to the unicameral system of legislation.

Affirmative Refutation—The negative argument that our legislatures have remedied their own evils will hardly hold water. The procedure in the legislatures remains the same as it was twenty years ago. The competence of legislators has not been improved. In fact nearly every attempt at reform that we have had in our legislatures has not been successful. These facts seem to indicate that there is a need for the change to the unicameral system.

Negative Argument—With the bicameral system of legislation it is difficult for a few men to defeat the will of the people in the passage of bills in the legislature.

Affirmative Refutation—The negative say that with the present system it is impossible for a very few men to defeat the will of the people. In our present day legislatures, however, it is possible for as few as two men to stop much needed legislation. In the Conference Committee where three members of each house make up the membership the three from each house constitute a voting unit. Thus any two members from either the Senate or the House can stop legislation in the Conference Committee, thus stopping all legislation upon the point in question.

This condition makes a direct need for the adoption of the reform of the unicameral legislation.

Negative Argument—It is practically impossible for special interests to control two house legislatures.

Affirmative Refutation—The argument that it is impossible to have our bicameral legislatures controlled by special interests is far fetched. Senator Norris states that the special interests are able to control the appointment of the Speaker and thus the appointment of all of the conference committees in the average legislature. This gives almost a complete control to the special interests. Under the unicameral system such a control will not be possible. We should adopt the unicameral system if it can eliminate the control of the legislatures by the special interests.

Negative Argument—The adoption of the unicameral plan will not eliminate partisan politics in state legislatures.

Affirmative Refutation—We do not have to resort to theoretical arguments to disprove the negative argument that the adoption of the one-house plan will not eliminate partisan politics. In fact the non-partisan feature of the Nebraska one-house legislature has already been highly beneficial. Two years ago in Nebraska the Democrats had a majority of 18,000 in the state and thus had a two-thirds majority in both houses of the legis-

(Continued on page 193)

Scholarship Contests as an Extra-Curricular Activity

PHILIP GOULD

Student at the Kansas State Teachers College, Emporia, Kansas

MORE AND MORE, the educational world is beginning to realize the value of scholarship tests. At present the scholarship tests are being used chiefly in contests. Through participation in these contests, schools are stressing excellence in scholastic attainment, even as excellence in music, dramatics, debate, and athletics is stressed by contests and competition in those fields.

Dr. H. E. Schrammel, Director of the Bureau of Educational Measurements, Emporia State Teachers College, is directing a testing program that gives every school in the nation opportunity to participate. The three main contests are: Kansas State Scholarship Contest, High School Senior Scholarship Contest, and the Nation-wide Every Pupil Scholarship Contest. The tests for these contests are constructed, edited, and published under Dr. Schrammel's direction.

For fifteen years the Kansas State Scholarship Contests have been in operation. The forerunner of these state contests was a county high school contest held in 1922, in Cloud county, Kansas, conducted by the Bureau of Educational Measurements of the Kansas State Teachers College. This was the first academic contest in the field of secondary education. The Bureau of Measurements conducted the first state contest the following spring at Emporia and invited all Kansas high schools to send representatives. Two hundred and thirty-six students from twenty high schools took those first tests, which covered only sixteen subjects.

The following chart shows the growth of the State Scholarship contest:

Year	Students	Schools	Centers Through-out the State
1923	236	23	1
1924	467	54	1
1925	731	81	1
1930	1,855	110	8
1935	3,011	178	22
1936	3,171	163	24
1937	3,299	182	24

The state contest has grown from those first 236 participants to 3,299 contestants from 182 schools

in 1937. At first, all contestants were required to come to Emporia; but last year, contestants participated in the contest at 24 conveniently located centers in the state. Whenever enough interest in a section of the state causes several schools to ask for another center near them, then Dr. Schrammel starts another contest center. Faculty members from the Teachers College supervise the contest at each center, and all tests are scored at the college. When the results have been compiled, a report is sent to all of the participating schools, so that they may compare their ratings with those of other schools. Winning schools and students are awarded appropriate certificates, medals, and trophies.

If schools in a section, district, or county desire to have a local interschool competition, the Bureau of Measurements arranges for such a contest by sending them a separate report of their ratings. They are at the same time included among the rankings of other schools in the state.

Six divisions of competition are provided, according to the size of enrollment, so that no school competes with a much larger or much smaller school. There are four sections for senior high schools, one for junior high schools, and one for upper grades of elementary schools.

The following chart shows the basis for dividing the schools into classes and the number of entries in each class they may have in the contest:

Class of School	Enrollment for Class of School	Maximum Number Entries From Each School
A	250 or More	50
B	120-249	40
C	70-119	30
D	Less Than 70	24
E	Junior High, Any Size	24
F	Seventh and Eighth Grades, Any Size	24

Kansas is not the only state that is using scholarship tests extensively in high schools as an extra-curricular project. Twelve other states are known to be sponsoring scholarship contests, and probably several other states are working with scholarship testing programs. The fact that many different organizations are doing work in this field makes it

difficult to collect accurate data and figures. One of these states is working through the state department of education with its testing; the other states have college or university sponsored scholarship contests. Some of the states in which state scholarship contests are sponsored are: Ohio, Colorado, Montana, Maine, Iowa, Missouri, Oklahoma, Arkansas, and Michigan.

In connection with the State Scholarship Contest each year, a separate contest for high school seniors is conducted. Any high school may enter not more than five contestants. These seniors are tested in every subject usually offered in high schools. It can be seen that the purpose of the tests is to discover the students who have attained a high degree of scholarship efficiency during their four years of high school. That these students may receive recognition for their ability, the Alumni Association of Teachers College has offered two \$60 awards to the two highest ranking contestants who attend Teachers College the following school year. About 100 high school seniors take these tests each year.

The largest achievement in work with scholarship tests as an extra-curricular activity has come in the Nation-Wide Every Pupil Scholarship Tests. One reason for the important progress here is because of the wide territory covered by the tests. This contest was begun by two schools in north-eastern Kansas, Holton and Sabetha, when they gave the same test in one subject to all students enrolled in both schools and then compared the general averages to find which school ranked higher. That was in the 1924-25 school year, thirteen years ago. Now, certain dates are announced by the Bureau of Measurements when certain tests may be obtained by high schools anywhere. On these dates, the nation-wide contest is held in those several subjects.

The tests are scored in the high school where they are given and the results sent to Dr. Schrammel. These results are compiled into a comparative scale of the percentile rank for individuals, classes, and states. The report is then sent to all cooperating schools. This report enables each school to evaluate its work by comparing it with other schools' rank. As the tests are given in January and April, the report enables students to check improvement.

In the spring of 1937, more than 2,000 schools gave the tests; from 2 to 2,000 schools in thirteen years! And the demand for a wider range of tests through the years has increased the scope of the testing from fifteen subjects to fifty-five separate tests. Forty-five states and Korea and Porto Rico entered the Every-Pupil Contest in 1937, and the total number of tests sent out was 724,631. Part of

these tests went out in January and part in April.

The states that are ordering the most tests each year are (Kansas not included): Montana, Colorado, Missouri, Minnesota, Pennsylvania, Nebraska, Ohio, Oklahoma, and the Dakotas. More states will be ordering more tests this year if the rate of increase continues as it has in the past. With two foreign nations participating in the contest now, it may be but a short time until the Every Pupil Contest will be operating on an international scale.

Many orders from Canada, China, India, Hawaii, the Philippines, and Great Britain, indicate that these nations are interested in scholarship tests, and are perhaps investigating them with the idea of adoption in their school system.

Without a doubt, scholarship contests have been the solution to an educational problem—the problem of motivation for scholastic work. From one point of view the contests belong in extra-curricular activities; from another, they have curricular aspect. Hence, worthwhile curricular work is motivated through wholesome competition on the extra-curricular field.

Extra-curricular Activities in Southern Association High School of Mississippi

GLADSTONE H. YEUELL

*Professor of Secondary Education University of
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A recent study of 65 of the 78 Southern Association High Schools of Mississippi by Miss Tessie Clyde Murphy, reveals the following generalizations:

1. The median enrollment of the schools studied was 315.5; average number of organizations to the school was 12.7, with an average of 19.9 pupils per organization.
2. 53 of the 65 schools studied provided an activities period.
3. 45.5% of the schools had assemblies.
4. A little less than $\frac{1}{4}$ had student government, the student council being the most generally used type.
5. None of the schools used girls' clubs as a means of social control.
6. More than $\frac{1}{4}$ used junior and senior class organizations; a little less than $\frac{1}{4}$, freshman-sophomore organizations.
7. Two honor societies were reported.
8. 3% had fraternities and sororities.
9. 1.5% required students to belong to literary and debating societies. 17.3% allowed old

- members to elect new members. A little more than $\frac{1}{3}$ allowed students themselves to choose.
10. Approximately 50% of the schools had dramatic clubs; $\frac{1}{4}$ general literary clubs; $\frac{1}{2}$ debating clubs.
 11. Almost 75% had publications.
 12. 90% had musical organizations.
 13. About 85% had inter-scholastic athletic teams, missing an average of $1\frac{1}{4}$ days each, per year.
 14. A little less than 50% had a physical education program for all boys; only 3.7% provided a program for girls.

After having made the study, Miss Murphy recommends in part:—

1. Since education is training students for participation in civic life, and since student government offers similar problems that form of social control is recommended for consideration.
2. Since the assembly period is considered one of

inspiration, provision for a regular period should be included in the schedule.

3. A program of athletic activities which will emphasize the health aspect of all students rather than inter-scholastic games, in which only a few students participate, merits careful consideration.
4. A wider choice of clubs should be offered to serve the varied interests of students.
5. Because of the limited opportunity that is offered in the present curriculum for self-expression, it is recommended that more schools employ debating clubs, literary clubs, dramatics, and publications.
6. Since the function of education is to better fit the individual for his place in society, the open forum, whereby students may participate in an intelligent discussion of present social and economic problems, is recommended for all schools.

Pittsburgh Children Dedicate Memorial

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"FLOATING like a vapor on the soft summer air," the clear, fresh voices of 500 girls and boys of Pittsburgh's elementary schools joined in a dedication of the Stephen Collins Foster Memorial unsurpassed in simple artistry by any exercise attending its formal opening during the first week of June. This chorus occupied the entire lower floor of the auditorium, the balcony being reserved for teachers and guests, so that, in very truth, this dedication belonged to the children. Following the brief introductory remarks of Dr. Ben G. Graham, city Superintendent of Schools, on the theme, "The Children's Foster," the great stage curtain of rose-red looped slowly upward revealing in tableaux Foster's own "Jeanie with the Light Brown Hair," while the children under the baton of Dr. Will Earhart, Director of Music, moved softly into their first group of songs:

Old Dog Tray
Jeanie with the Light Brown Hair
Nelly Bly

Representing that happy race about whose life Foster centered so many melodies, the Foster Hall Quartette sang next in perfect sympathy:

Massa's in de Cold Ground
Away Down Souf
Gentle Annie

The main address, "Foster at Home," was delivered by Dr. Josiah K. Lilly, collector of the wealth of Fosteriana, which he presented at this

dedication to the University of Pittsburgh, "in trust for the people." Dr. Lilly referred to his own youth which had been so impressed by the tunes of Stephen Foster that the deepening appreciation of his adult years had impelled him to perpetuate these melodies for all time. The remainder of the program, interspersed by tableaux, perfectly designed and posed, follows:

Songs with Tableaux

Nelly was a Lady
Ring, Ring de Banjo
Chorus, with Orchestra

Songs

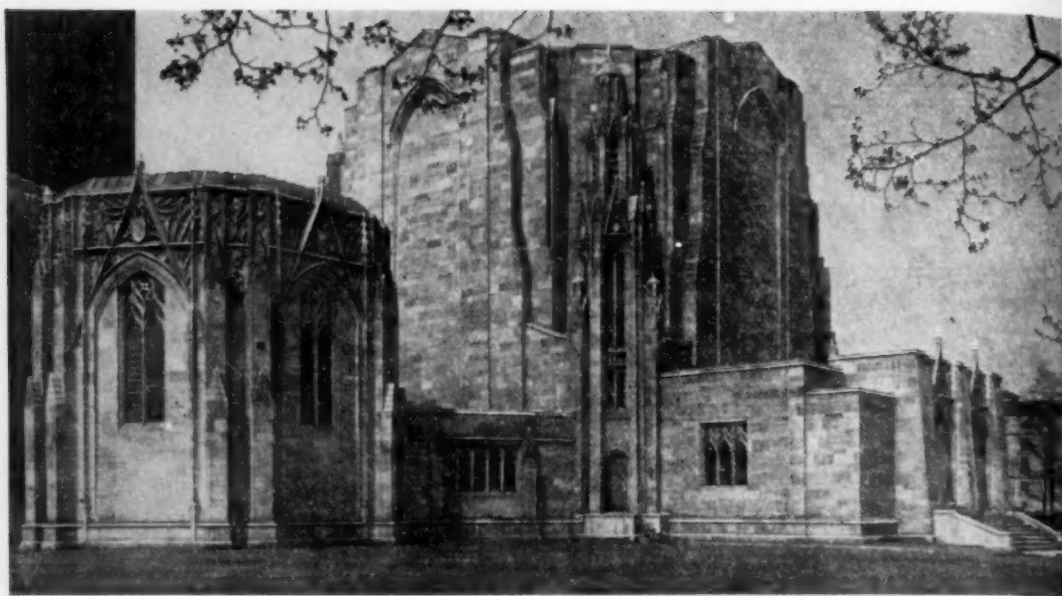
Old Black Joe
The Glendy Burk
Angelina Baker
Foster Hall Quartette

Songs with Tableaux

Oh! Susanna
Old Folks at Home
Chorus, with Orchestra

We Bring a Wreath
Children from the Elementary
Schools

This program opened formally the most imposing memorial ever built to honor a musician. The inception of the idea for this edifice originated with Mrs. Will Earhart, when, as President of the Tuesday Musical Club in 1927, she induced the Board of Governors to sponsor the Memorial.



Chancellor John G. Bowman, cooperated through the University of Pittsburgh by offering a location for the building on the campus of the Cathedral of Learning. Dr. Josiah K. Lilly, distinguished pharmacist of Indianapolis, Indiana, collector and owner of the complete museum of Fosteriana, made the third of that trinity of persons mainly responsible for the present structure.

Of Indiana limestone, in Gothic design, the Memorial blends perfectly into the Cathedral of Learning on the side facing Carnegie Museum and Schenley Park. The main entrance from this side opens into a foyer of generous proportions which leads through two uniquely ornamented entrances into the main auditorium over the left doorway, delicately carved in stone, appears the theme of Foster's, "Old Folks at Home;" on the right, "My Old Kentucky Home." The auditorium gives an impression of intimate simplicity unbroken in the grey-white of its Gothic design except for the magnificent stage curtain of rose-red folds from ceiling to orchestra pit, and its repeated color in the plush-covered chairs. With a seating capacity of 700, the room will be used for lectures, concerts, and dramatic offerings. From the foyer, stairs lead downward to a large social room, dressing rooms, and a fully equipped kitchen. Leaving the foyer on the left, one enters the twelve-sided wing of the Memorial, its carved arches lit by the stained-glass windows depicting Foster themes. This space houses the entire Lilly collection numbering over 10,000 separate items: Original letters and manuscripts; some 200 first editions of music; personal possessions and books of the composer;

newspaper articles, pictures and phonograph records. One of the most pathetic of these keepsakes is the pocketbook found in Foster's possession at the time of his death: A bit of worn leather, pitifully empty of this world's coin, but rich in the simple philosophy jotted by the composer on a bit of paper tucked in its folds. Quite likely the first line of an unfinished song, the words, "Dear Friends and Gentle Hearts," have been completed in this fitting tribute to perpetuate the joy of music in a great community.

Young Citizens League

This organization of elementary school children has developed so that it now includes practically all schools in South Dakota outside of cities, half of those of North Dakota, hundreds of schools in Minnesota, and scattered chapters in other states. It is a better citizenship organization stressing initiative, responsibility, self-determination, and cooperation of members without any "self-government" assumption or awards of any kind. The fundamental principle is training for citizenship in a democracy.

It costs each adult 21 years of age and over only 7 cents a day for public education in the United States.

Bulletin of the United States
DEPARTMENT OF THE INTERIOR.

The greatest pleasure I know is to do a good action by stealth and have it found out by accident.—Charles Lamb.

Stage Your Own "High School Review"

LEONARD GERNANT

East Lansing High School, East Lansing, Michigan

ONE OF THE most effective means of bringing to the patrons of a school a quick review of the activities going on in the school itself is to arrange a program that presents in an interesting and entertaining way samples of those activities.

The junior and senior high school students at East Lansing, Michigan, arranged an effective program along these lines and in an evening performance last spring presented a wide array of the activities going on in the school. The program called for participation by nearly three hundred students, or about three-fifths of the enrollment in the school. The auditorium was filled to near capacity with parents and other friends of the school.

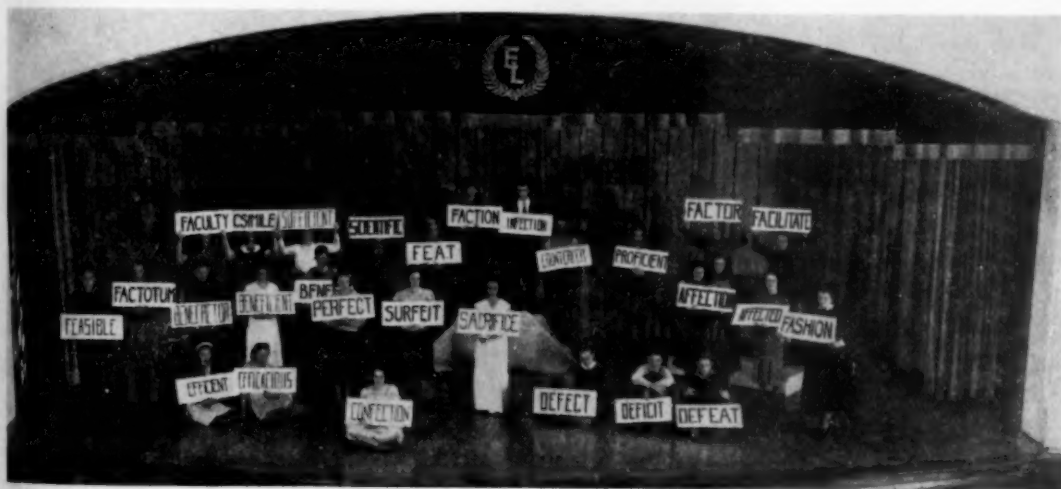
To give some idea of the nature of this type of program, called by the East Lansing students "East Lansing High in Review," brief descriptions will be given of the various parts of the review.

The girls glee club opened the program with a clever symbolic arrangement that they called "I Am Music." A member of the club represented the spirit of music. This was followed by a short skit staged by the French students in a senior class. It depicted all of the humorous possibilities wrapped up in the situation of "Une Americaine dans un restaurant a Paris." Next came the junior high school boys glee club arranged around a camp-fire and singing appropriate songs.

One of the highlights of the program was arranged by another group of junior high school students from the social science classes. They presented a series of slides showing "Michigan in Pictures." Each picture was explained by a different member of the social science classes. The effectiveness of this particular project was increased by the fact that it represented the culmination of their efforts in regular class-work in the study of Michigan's history and geography.

Effective pantomimes were staged by the girls, physical education classes, the senior high school English classes which presented "The English Line," and by the home economics department which showed "Pictures of Family Life," ranging from care of the baby to the etiquette of receiving callers.

From the speech department came a group of students in a series of choral readings. The Latin classes, handling a difficult situation in showing in some dramatic way what goes on in their work, made the most of their opportunity by effectively portraying various words having as their root-word the term "facere." They labelled their part in the program "Mr. Facere Comes to America," and each student came on the stage carrying a large card with the printed word, dressing or acting in an appropriate manner to lend drama to the situation.



The Latin students contributed a unique feature, suiting action and costumes to various words derived from "facere."

Students from the junior high department again appeared in two interesting activities that depicted the opportunities in the fields of musical interpretation and literature for students of their age group. With the cooperation of the library, the English groups of the junior high enacted amusing scenes called "Tom Sawyer in a Bookshop," and the junior high school girls' glee club gave a musical "Spanish Scene" in full costume.

The science students and their activities were represented by a few boys who gave a humorous demonstration of "Trojium," including in their skit some of the regular tricks of the student scientist. The program closed with "American National Airs," played by the high school orchestra.

The explanation above shows how any high school or junior high school can utilize practically every department in the school in planning a program of this type. That interest on the part of the patrons of the school is high as far as this type of program is concerned, goes almost without saying. It shows, furthermore, that parents and other friends of the public schools, are keenly interested in seeing in quick review samples of what goes on every day during the school hours. They are interested in the curricular, as well as the extra-curricular, activities.

There are many advantages in the presentation of a review such as that described above. In the first place, by its very nature it draws talent from practically every department in the school. Secondly, it gives many more students an opportunity to participate in a public program than is usually the case with most high school activities of a public nature. Thirdly, such a program acts as an effective public relations medium in bringing to the parents an idea as to the things that are going on in the classrooms of the school.

Any school that has facilities for public programs can stage a high school review. While individual programs will vary, of course, because they come out of different situations, the main objective should always be to promote the participation by as many students as possible in the presentation of a fairly balanced, representative, and entertaining review of high school activities.

Fourteen percent of all adult persons have graduated from high school or have continued their education beyond that point.

Bulletin of the United States
DEPARTMENT OF THE INTERIOR.

Real personality is forged in the crucible of life when self is forgotten and effort is projected in service of a cause or a people—C. O. Wright in the *Kansas Teacher*.

A Few Convictions Are in Order

RAYMOND H. BARNARD

Ball State Teachers College, Muncie, Indiana

The prevalent tendency in books on Speech—especially those devoted to the art of public speaking—is to advocate in the process of persuasion a subservience to the audience's likes and beliefs. The psychological reason advanced is that, in substance, a man convinced against his will is of the same opinion still. The human basis of motivation is analyzed to a fine point, and the ways of human nature are pointed out. To be an influential speaker, then, one must be in accord with human wishes, desires and tendencies.

All this has led inevitably to a phrasing that is sycophantic to a degree, to a hypocrisy of manner and ideas, to a fawning public platform manner, to a sickening tact and diplomacy. A breath of fresh air is let in when a man dares to express an honest opinion, not backed up by experts. We need a few men who don't give a tinker's d--n what an audience will think or whether they have "persuaded" the audience—men whose personalities are likely to burst unless they get relief for their pent-up attitudes.

We are moving into an age of trimmers, of yes-men, of agree-to-everything sponsors. One yearns for a Teddy Roosevelt with whom to ride to hell and its environs. There are certainly occasions in the modern world where brutal frankness is in order. A man who believes in prohibition may not get far talking to a night club, but they will admire him for his courage. A man who does not believe in the practices of the CIO may even be heckled off the stage if he criticizes a union for picketing habits, but perhaps it needs to be said.

Perhaps sly innuendoes, unconscious arguments, and painless change in opinion are more subtle; we need to add a "but," however, to our teaching of persuasion—"Please an audience; lead them from known to unknown; from accepted to unaccepted"—But once in a while tell them boldly, positively, dogmatically, if the occasion demands, that a spade is a spade, and none other.

The radio particularly, in its anxiety for the public morals, has become goody-goody and exceedingly straight-laced. The radio will not allow much except innocuous generalities with which no one will quarrel. The large chains are so afraid of hurting the feelings of any group of prospective customers that speeches sound like copy-book maxims. Any forthright, downright, vital message is likely to receive rebuke and taboo.

Leaders Are Made

G. A. EICHLER

Superintendent of Schools, Northampton, Pennsylvania

WE ARE ALL familiar with the oft quoted slogan; "Leaders are born, not made." In a similar manner we have often heard it said that: "Teachers are born, not made." Yet the large number of teacher training institutions all over the land testify to our belief that teachers can be made. We make doctors, lawyers, and other professional men by versing them in a curriculum of activities which is supposed to fit them for their particular vocation. It is the purpose of this article to point out that leaders too can be made by schooling our prospects in the qualities of leadership and by giving them opportunities to put these qualities into practice.

Too long have we regarded leadership as a magical gift which nature gives to some and denies to others. It was inevitable that the spirit of research would pry its inquiring finger into this matter. Studies of the influence of environment have revealed that people are pretty much as they are because of the activities in which they have engaged and the influences which have been brought to bear upon their lives. If it were possible to find out what the components of leadership are we could make an attempt to teach them in the hope of developing leaders. This is exactly what was done in a study conducted at Northampton High School several years ago. From a survey of the literature on the subject of leadership were gathered some fifty traits which the writers of these articles thought were traits of leadership. After careful analysis of these traits the list reduced itself to nine traits which seemed to include everything which the writers on the subject apparently had in mind. Ratings on these nine traits were secured for 181 11th and 12th grade students and put through the technique of partial regression which established the traits in the following order of importance: Individuality, persistence, height, self control, social adaptability, scholarship, vitality, social intelligence and intelligence. Here now we had something concrete on the elusive subject of leadership. It seemed as though it might even be possible to teach at least something about these traits to boys and girls in school. This was done. Groups of students were rated on social leadership by other groups of students before and after the teaching of leadership. Paired groups were established and one group was taught leadership and

the other was the untaught or control group. Four different experiments were conducted. In each instance the group which was taught leadership was rated higher in leadership at the end of the experiment than the untaught group. This furnished rather convincing evidence that leadership can be taught or that leaders can be made.¹

Suitable material is readily prepared on each of the nine traits of leadership for use in class work. It is certainly as easy to define and explain the meaning of each of these traits to high school students as it is to teach any of the many different units of subject matter in science, mathematics, or foreign language. All that is needed is the proper attitude on the part of the teacher. Students are generally very much interested in becoming leaders and readily cooperate in the discussion of the traits of leadership. They are interested to know that the cultivation of certain traits results in leadership and they are willing to do their part. Students may be asked to read the biographies of great men and women to see if they can find any of the traits here mentioned.

The question might well be asked what can be done about a trait like height which cannot be acquired by taking thought thereto. If social leaders are rather tall as a rule it is well to know this especially by those who are not so tall. These should be encouraged to keep themselves in good condition physically, dress well and in other ways try to offset their short stature. It can be pointed out to them also that small stature is a definite advantage in certain vocations. In this way their self confidence can be maintained in their ability to develop into leaders.

It is also noted that intelligence ranks ninth in the list of traits of leadership. This should bring us more hope than discouragement. In other words the average boy or girl, intellectually speaking, may be a potential social leader of importance. Extra-curricular activities afford the best opportunities for practice in leadership traits. The home room, club, assembly, student council present in-

(Continued on page 198)

1. A complete record of these experiments is found in Penn State Studies in Education No. 10, Studies in Leadership.

Today's children have the right to be well-bred, well-fed, well-led and well-wed.—Anon.

Science in the High School Assembly

C. K. CHRESTENSEN

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PART I.

THE science assembly has a definite place in the public school program. With many high schools depending on lyceum entertainment, it is time the laboratory teacher took some special measures to show the capability of the science department.

This division of the school can provide much material that may be used for assembly demonstrations. Such subjects as phosphorescence, luminol, dry ice, liquid fire, and smoke screens are but a few of the topics that may be mentioned. Liquid air furnishes another source that never fails to make an interesting program. Students are always eager to demonstrate these scientific experiments, and the cost of chemicals for such stunts is not great. If presented on a small scale, it is possible to perform the demonstrations in the auditorium without discomfort to an audience. The technique of presentation can easily be worked out in the school club or science class.

Another comparatively new source of program material that has been given little attention by high school teachers is that of fluorescence in ultra-violet light. This invisible "cold light," as it is commonly called, furnishes an exceedingly interesting means for presenting unique assembly programs.

Many science teachers will understand what is meant by ultra-violet light and fluorescence. To those who are not so familiar a short explanation will be fitting.

Ultra-violet light rays are invisible to the human eye. When these rays shine on certain materials they are lengthened and then reflected. These longer reflected rays bring forth varied colors. Substances treated with fluorescent liquids may be invisible in ordinary light, but will become visible in ultra-violet light. In other cases, treated materials that have a certain hue in white light will change to a different color under the cold light rays. By this means one may develop many novel effects which are useful in assembly and other school programs.

A few of the possibilities of this new light source should be mentioned. Ordinary pieces of cloth treated with fluorescent liquids and paints appear as beautiful silks under the rays of the black light. Posters made with fluorescent paint have little or no color in ordinary light, but when

viewed in ultra-violet light, beautiful hues seem to leap into the picture. Drab doilies embroidered on burlap with fluorescent treated thread produce startling color effects. Almost any color or shade may be produced by proper mixing of the fluorescent materials. Muslin or rayon dance costumes treated with the ultra-violet sensitive liquids transform the dancers into beautiful colored figures. Another interesting factor that should be understood is that the human skin appears dark in ultra-violet light. Thus, in a darkened auditorium the fluorescent costume is the only part of the dancer that is visible.

Black light with fluorescence is not all novelty. It also has its practical side. The experimenter, in a program of practical uses, may show how banks make use of this light phenomenon in detecting frauds and erasures on checks and other legal papers. One may demonstrate how ultra-violet light is used to detect finger prints and the forging of signatures on pieces of art. Even the methods used in invisible laundry markings can be shown by the student or teacher experimenter. It can be seen that this project may not only be used as assembly material. It will go much further, providing novel effects for operettas, plays, and other school activities.

A clear understanding of the use of cold light, as it is commonly called, is apropos at the present time. Science instructors should have a definite understanding of the subject, in view of the fact that high priced lighting equipment and fluorescent paints are now being placed on the market for use in the public schools. It should be clearly understood that sources for the production of cold light and fluorescent paints are more easily prepared than might be supposed.

Fluorescence offers sufficient material for the various school departments to unite in developing several cooperative assemblies. Providing an ultra-violet light source will give the physics and electrical sciences an interesting diversion. The chemical group may be assigned the project of preparing the fluorescent paints. The shop and manual training divisions may do the wiring and provide standards and screens for the demonstrations. Branches outside the sciences may assist in the preparation of this assembly. The household arts group can aid in making costumes for the novelty acts, while the art department will find interesting projects in



IN ORDINARY LIGHT

Student demonstrating fluorescent materials in school assembly science program. The program was developed by the science, art shops and domestic science department.

development of fluorescent signs and posters. Even the physical education department can render service by providing dances to be used in the novelty acts of the cooperative assembly.

Before describing methods of developing such an assembly, the factor of cost should be mentioned. Most schools do not advance money for experimentation work. The expense must be met by the teacher. There is, however, one way out of the dilemma. In the development of the demonstration, a special effort should be made to make the program educational, interesting and appealing. As a result, after the high school performance, civic organizations frequently will request that the program be given before its members. A small charge can be made for this service and the cost of the program may often be met in this way.

It is the belief of the writer that this method of science orientation merits attention, and that the progressive science teacher will not permit small obstacles to prevent greater use of the creative science assemblies.

SOURCES OF ULTRA-VIOLET LIGHT

Two problems confront the science teacher in the preparation of an ultra-violet light demonstration. First, the light source, and second, the fluorescent paints.

The light source is a problem that deserves careful consideration. There are a number of ways of producing this short wave light. Perhaps the most common source at the command of the science teacher is the carbon arc spotlight. Many schools have one of these as part of the stage equipment. This lamp must be provided with a special black glass filter, which will strain out the visible light.

The large spotlight produces a powerful source of short wave light that should not be overlooked by the teacher in seeking ultra-violet rays for a scientific program. On the other hand, this light source has the disadvantage of requiring constant adjustment, and the excessive heat caused by the arc may crack the special black glass filter.

The various bulb lamps provide the second light source. First in this class is the quartz bulb. This lamp will provide a powerful light, but when we consider the price of the bulb, filter, and reactor, the cost becomes prohibitive. The 2-watt argon glow lamp provides a second type of bulb, which will furnish a small quantity of ultra-violet light. The amount, however, is insufficient for demonstration purposes. A third source is the G-5 black mercury bulb. This lamp is not powerful, but provides enough light to perform a demonstration in a small dark auditorium. The bulb will give best results when held within two or three feet of the object. It is not effective for showing large or individual costumes.

The last light source, and no doubt the most convenient type for scientific demonstration work, is the 50-inch Nico mercury tube. This lamp will give good illumination at twelve feet from the lamp, and is suitable for presenting dances, and showing fluorescent articles to a large assembly. The lamp has the disadvantage of cost, unless it is purchased by the teacher for use in presenting programs outside the school, or by the school for the purpose of securing novelty lighting in stage production.

The light equipment for large assemblies is thus limited to the carbon arc and the mercury vapor



SAME IN ULTRA-VIOLET LIGHT

Notice the fluorescent burlap dolly, vases, oak leaves and pillows. The screen in the background is beautiful in the cold light rays. Attention is called to the skin of the student demonstrator which is non-fluorescent in the ultra-violet light. The costume of the student is treated with fluorescent liquids and shows up in the dark light.

tube. The arc light is more economical, while from the standpoint of convenience the Nico mercury tube is more useful. The black bulb is not as impressive, but may be used for small gatherings with fair results.

FLUORESCENT LIQUIDS AND PAINTS

The production of the fluorescent liquids and paints is perhaps the most difficult part of the ultra-violet assembly program. The project, on the other hand, does provide excellent study for members of the chemistry class or science club. Space will not permit giving formulas for the preparation of all the fluorescent paints, but methods will be given for the best inexpensive colors.

Fluorescent substances may be divided into two classes; those that are soluble in ordinary solvents, such as alcohol, water, and acetone; and those that will fluoresce only in solid form. In the first instance, in order to produce the liquid, all that is necessary is to find a solvent that will dissolve the material. In the second case, one often encounters difficulty in finding a base that will not dissolve the fluorescent substance.

A glance at a list of fluorescent materials might lead one to believe that it is a simple matter to obtain these colored substances. Such is not the case. It is true, many chemicals will fluoresce, but with some of these materials it will be found that the fluorescence is not sufficient for demonstration work.

Common substances that fluoresce. Many science teachers will not be interested in going into this subject. For this group, a list of some ordinary fluorescent materials will be given. It should be remembered that these materials have been tried and found to be workable. It is surprising how many common substances exhibit some fluorescent qualities. Lubricating oil gives off a strong blue yellow fluorescence. Dry mustard mixed with water gives a green color. A good blue may be produced by steeping the bark of the horse chestnut tree in hot water. Green leaves placed in a ninety-five percent grain alcohol over night, will produce a red fluorescence. Impure zinc sulphide stirred into varnish or lacquer gives an orange color in the ultra-violet light. Even ordinary vaseline gives off a blue color under the cold light rays.

FLUORESCENT LIQUIDS

Red. The experimenter will produce better colors by purchasing a few chemicals. A good red color that is sensitive to ultra-violet may be made by dissolving one-tenth gram of safranine Y dye in 500 cubic centimeters of water. Its fluorescent qualities may be tested by dipping small squares of white muslin in the liquid. The treated cloth

should be dried before the test is made. If the color is too dark, the liquid should be diluted, and if the material is not dark enough more dye should be added. One may also test this solution by putting it in a glass tube and obtaining the degree of fluorescence in the fluid state. It should be understood that this dye must be dissolved in order to obtain a fluorescent material.

Orange. This fluorescent color may be prepared by dissolving a small amount of acridine orange in water or alcohol. The dye may be purchased from any good reputable chemical house.

Yellow. The dye known as "fluorescein" gives a pronounced yellow fluorescence. The chemical can be purchased as a water alcohol soluble compound. The quantity of the dye necessary is very small. The amount that one may get on the point of a small penknife is sufficient to make 500 cubic centimeters of the liquid. More concentrated solutions shade over to green. The degrees of fluorescence may be tested on cloth or in the liquid form as described in the preceding paragraph.

Green. A green fluorescent liquid may be prepared by dissolving 10 grams of vaseline and 30 grams of paraffin in 500 cubic centimeters of benzene. The experimenter should add to this mixture 25 grams of at least 80 percent anthracene. When this liquid is sprayed on cloth a brilliant fluorescent green will be produced. It is nearly colorless in ordinary light. The material is especially useful in preparing fluorescent costumes for school operettas and assemblies.

Blue. The bark of the horse chestnut tree placed in dilute ammonia or steeped in boiling water will produce a good blue fluorescent liquid. The solution is almost colorless in ordinary light, but in the cold light the blue green appears. The extraction in concentrated form is fluorescent in the fluid state and cloth dipped in the fluid will appear blue.

A better fluorescent blue liquid may be prepared by dissolving esculin in water. This chemical may be purchased from any dealer of laboratory supplies. It forms a colorless liquid when dissolved in water. The solution is more effective on cloth and paper and gives a strong fluorescence.

FLUORESCENT PAINTS

The ultra-violet luminous liquids are useful only in treating cloth costumes and paper. The experimenter will find them of little value in making posters, signs, and other decorative work. For this purpose paints sensitive to the short rays are much more effective.

A good fluorescent paint base may be made by dissolving cellulose acetate in acetone. This liquid may be used as the *stock base* for fluorescent paints.

The dyes that are fluorescent must be entirely

dissolved in alcohol or acetone before mixing with the cellulose solution. Those chemicals that are fluorescent only in solid form should be finely powdered and then stirred into the paint base. The latter type of material should not be dissolved as this destroys the fluorescence. Fluorescent paints prepared in the two methods described may be brushed on almost any material from glass vases to paper or pieces of wall board. It is permanent and under ordinary conditions has good lasting qualities.

Red. In a small evaporating dish dissolve about 0.1 of a gram of safranin Y or O in acetone. A drop of alcohol added to the dye aids in getting the pigment into solution. (Caution. Do not use water.) If the dye does not dissolve entirely, decant as much of the solution as possible. This should be stirred into about two ounces of the cellulose acetate solution. Be sure that none of the solid dye is permitted in the paint base. When properly mixed the paint should not be cloudy. The intensity of fluorescence may be determined by brushing a small amount of the pigment on white paper and testing under the violet ray lamp. The paint should be thoroughly dry before the test is made. Care should be taken not to add too much dye. A few trials will provide a good red fluorescent paint.

Orange. There are a number of ways of preparing an orange ultra-violet paint. Acridine dye dissolved in acetone and treated as described in the preceding section provides one method. A lighter shade may be made by mixing some dissolved fluorescein with the acridine. Orange paint may also be prepared by stirring a small quantity of impure zinc sulphide in a thick solution of the cellulose acetone base.

Brown. A mixture of fluorescein and acridine in solution will produce a fluorescent brown paint. The mixture of the two dyes should be more concentrated than is used in the lighter shades. The acetone alcohol solution of the dye should be stirred into the stock base.

Yellow. A yellow paint sensitive to ultra-violet light may be prepared by dissolving a small quantity of fluorescein in the cellulose stock base. The dye should be dissolved in an acetone solvent. This may be expedited by adding a few drops of alcohol. The alcohol solvent should be used sparingly to prevent cloudiness.

Green. A good grade of finely powdered anthracene stirred into the cellulose acetate solution will produce an excellent fluorescent green paint. Since the anthracene does not dissolve, the paint must be stirred before using. This solution may be brushed on cloth or paper and gives a fine green color. In ordinary light the liquid has a light brown cast.

Blue. A fluorescent blue paint is easily prepared by stirring powdered sodium salicylate into the cellulose acetate solution. The salicylate powder will not dissolve, therefore, it is necessary to stir the mixture thoroughly before using. A few drops of lubricating oil stirred into the solution will give a lighter shade of blue.

In Part II of this article the author will explain how the liquids and paints may be used to develop two assembly programs. It will be released in the January number of *School Activities*.

Some Home Room Possibilities in the Intermediate Grades

ALICE CAMPBELL

Public Elementary School, Roselyn, New York

The home room in terms of social living in the intermediate grades is of vast importance. Its activities should encourage pupils to join for common purposes that have potential value in promoting correct habits and skills. The home room should be like a community—each member playing a part in the group and assuming his share of responsibility.

Objectives. The boys and girls should be led to comprehend the aim of the home room;—namely, to get relationship of the right sort between teacher and pupil, and at the same time, to give the pupil a chance to get acquainted in one group and to play, work, and plan in close affiliation with other members of that group.

The teacher is the guide in the background, while a share of social control is in the hands of the pupils themselves. Children of ages ten or eleven are at the stage of life where curiosity seems to be the motive power behind their thoughts. They enjoy looking things up, handling, and constructing. The home room should give them an opportunity to do these things.

Old Traditional Type. Some people do not get a chance to have a home room period. The actual home room period in our school has always been from 8:40 to 8:50. In that period the teacher has always taken attendance, said the Lord's prayer, and lead in the salute to the flag. We really have ample time to do more, for the doors open at 8:15. We must open the doors at that time, for a bus load of children is brought in from the neighboring mountain sections. It usually allows us thirty or thirty-five minutes before the tardy bell rings—at that, nearly the whole class is in the room at 8:25.

A Practical Christmas Experiment. Last year we decided to try to give the boys and girls a feeling of at homeness and ownership in our classroom. They contributed to the decorating of the room

and the arrangement of the few movable things we have. They decided on the chores that would have to be done in order to keep the room clean, orderly, etc.

Later, however, we tried something different and more constructive. In civics class one day the idea of thoughtfulness and consideration of others came up for discussion. The class wanted to do something in keeping with that idea. After some discussion someone suggested mending toys for the orphans for Christmas, and they decided to do that. They thought the morning period and a study hour that we have together on Wednesdays could be used.

All kinds of old and broken toys were brought in. At first there were not enough for all thirty-eight children, but the closets were soon filled. Small chairs had to be scraped and painted; spokes had to be whittled for the backs of the chairs, but they were done so neatly one would not know that they were not done by expert hands. The boys took great pride in the sand-papering and the three coats of paint given to the chairs, the crib, and the cradle.

The room took on the semblance of a workshop, for in every nook and corner boys and girls were mending and painting. They painted many automobiles, toys, pieces of furniture, etc., and even some very sad looking dolls. The painting of the dolls was interesting, for the cracks had to be filled with plaster of paris before the painting could be done. The paint job was important, as the boys were most particular about shade when they mixed the rose pink and ivory paints. A doll carriage was repaired as were many mechanical toys.

The girls in the meantime were busy, too. They cut patterns for slips and dresses, and became quite skillful in making French seams, fine hems, etc. Cloth dolls were covered with muslin; pillows, mattresses and even patch-work quilts were made—all of which any girl would be proud to own.

The class worked hard and with spirit from October on. It was a gratifying sight to see these busy heads together, working busily with only a thought for others and trying to make dull things bright. The culmination of the activity was just before Christmas. The boys and girls personally wrapped, tied, and labelled the packages and selected four of their number to deliver them. It was really touching to see the care with which they wrapped and packed the toys, because they had learned to love them. These boys and girls missed the sewing and the mending, and they wanted to think of something else to do. The activity has been a class secret and a real one, for they tried to do it without public attention and praise.

Outcomes. The pupils gained much in attitudes, habits, and even in ideals. There developed a noticeable friendly relationship. They were awkward at first, but now work and play so well together that one can't help but see that they are happy, lovable, and proud in having a personal share in the school organization and in the home room. They seem to do things with such ease and to develop a feeling of personal responsibility, moral courage, and judgment. They are gradually overcoming a great deal of self-consciousness because their interest in others and in one another helps make them forget themselves.

The Red Cross in Our Schools

WALTER S. GARD

*Assistant Director, Junior Red Cross,
Washington, D. C.*

Junior Red Cross is an organization of the children of America and other lands to promote better international understanding, better health and to develop the altruistic tendencies in children. It gives them practice in good citizenship and fosters international friendliness among the children of the world.

To accomplish this it does not seek to superimpose any program upon the school's program. Rather, it is a channel which may be used by teachers to facilitate their own proper work of promoting health and altruism. Thus the organization provides social outlets for activities which may already be a part of the school's program. Art work may be planned to bring colorful cards or pictures to children in hospitals. Manual training classes may make toys for them or writing tablets for soldiers in government hospitals. Kindergarten and primary grades may make scrapbooks for a children's home as a part of the schools regular work, but all finding new motivation because the work has more than a social value.

The American Junior Red Cross was organized in September, 1917, as a result of the desire of school children to help during the war. Dr. John Finley, then Commissioner of Education of New York, Miss Mary Bradford, State School Superintendent of Colorado, and Dr. H. N. MacCracken, President of Vassar College, were among the educators whose advice guided the organization. At the close of the war progressive educators saw the Junior Red Cross as much more than a relief agency. They saw its possibilities for training in ideals of service and citizenship.

The philosophy of the Junior Red Cross is that

(Continued on page 180)

Publicity and the Activities Program

ELLSWORTH TOMPKINS

Vice-Principal, Eastside High School, Paterson, New Jersey

IT IS VERY essential that a progressive high school have a vital and varied activities program, but it is just as essential that such a program be given wholesome publicity. Without good publicity the best activities program in the world is an orphan. On the other hand, it is dangerous and deceitful for any school to claim wide publicity for a program that does not exist. What every high school needs, to put it another way, is a sincere activities program, interpreted truthfully and adequately to the pupils, to the faculty, and to the community.

In our high school, we have a student body of 3,550 pupils, maintaining fifty-one athletic and non-athletic organizations:

<i>Name of Organization</i>	<i>Number of Members</i>
Student Council	220
Junior Police	10
Junior Patrol	18
Monitors Association	52
College Prep Club.....	20
Scholarship Society	50
Literary Club	16
Debating Team	12
Dramatic Society	75
Speech Club	52
French Club	28
Latin Club	25
Italian Club	50
Spanish Club	25
Dancing Club	400
Current Events Club.....	70
International Relations Club.....	15
Criterion Staff	41
Senior Mirror	21
Handbook	16
Big Brothers and Sisters	42
Microscope Club	25
Camera Club	65
Photographic Club	30
Cinema Club	12
Radio Club	29
Nature Club	15
Household Arts Club	14
Math Club	14
Hi-Y Club (2 groups—11 each).....	22
Chorus (Boys)	7
Chorus—Junior Girls	49
Chorus—Senior Girls	30

Orchestra—Junior	15
Orchestra—Senior	28
Band	52
Fife and Drum Cadets.....	35
N. Y. A.....	50
Skating Club	65
Football	75
Baseball	30
Basketball	30
Golf	60
Tennis	250
Track	120
Fencing	20
Cross Country	50
Boys' Intramurals	500
Girls' Sports	458
Leaders Club (Girls).....	16

During the past several years we have been encouraging the development of these activities among our pupils, and at the beginning of 1937, believed our activity program was well enough established to merit some concentration on the problem of giving it adequate publicity.

First, we determined that the publicity would have to be comprehensive and extremely well organized in order to achieve any degree of success. We wanted a regular audience for our information, not a hit-or-miss circulation. So we lined up the agencies which would be used to carry our publicity:

1. The home room.
2. The bulletin boards in the corridor.
3. The handbook.
4. The school newspaper.
5. The official notices, dispatched every morning.
6. The school assemblies.
7. The city newspapers.
8. A special activities directory, facing the main entrance of the school.
9. Novelty stunts, parades, etc.
10. Alumni organization.
11. Talks to civic organizations.

The next step was to acquaint the secretary and advisor of every school activity of our plan to utilize these agencies for the dissemination of information through a clearing house in the vice-principal's office. Every secretary was invited to bring all news or notices of the society or team to the vice-principal. That, of course, took care of the collection of the information about our activi-

ties program, with the exception of news of football, baseball, and basketball, where a special reporter was assigned. But the collection of the news about activities was the easiest step.

In planning our publicity program, we looked first to the home room, and on a stated morning asked each home room teacher to conduct a discussion in class on the value of school activities, and how a pupil should choose his activity. We admitted that not every pupil should join a club or team, especially if he participated outside of school, for example, in the Boy Scouts. But we urged every student not connected outside, to help himself by joining a school activity. It wasn't so much that the activity needed him, as he needed the activity. Psychologically, that approach is better than begging for members. Directly after the home room discussion, the activities held their organization meetings and admitted new members. This then was the ground work.

Our second move was to include in the handbook a write-up of every activity listing the name, the officers, and the purpose of the group. As handbooks are particularly directed to the freshmen, this publicity was in the nature of missionary work.

Third, and in conjunction with the Arts Department, we spotted the corridor bulletin boards with posters and placards advertising the various advantages of the activities. Some of these posters were colorfully and cleverly done;—modern language clubs using the native tongue exclusively, and other groups borrowing freely from leading advertising displays.

Our fourth move was to have appointed to the school paper an editor for activities. With several helpers, it was his duty to publicize club meetings and programs in news articles, and also in a column on the style of O. O. McIntyre. The Camera Club and the Photo Club (for freshmen only) had their own column featuring candid camera shots.

Fifth, the columns of the official school notices were opened to announcements of club meetings and programs. I am aware that most schools do this, but we attempted to arrange the schedule for meetings in a precise way: For instance, the name of the activity, place of meeting, time of meeting, topic of program, chairman of meeting. Every day the schedule was given the same preferential position of the official notices, and the regularity of such practice seemed beneficial.

Sixth, we advised the faculty chairman of all school assemblies to contact the secretaries of all activities in regard to the performance of a production before at least part of the pupil body. We have six different assembly units, so there is ample

opportunity to give almost every club a chance to be seen and heard. Practically all of our non-athletic groups accepted the opportunity to appear before an audience, and occasionally, if such performance is excellent, a repeat performance is requested by the principal. The club presenting the most meritorious assembly program during the semester is awarded a prize, supplied by the Student Council. To assist in these assembly presentations, two years ago the school purchased a combination amplification system which permits radio programs and recordings to be broadcast to the auditorium and enables pupils to use actual microphones. This year we are purchasing a voice recording machine to add to this auditorium equipment, all of which, incidentally, has been provided by money raised by activities, not appropriated by the board of education. And all of this quite rightly, I believe, is part of our publicity program for activities.

The seventh point of our program concerns the city newspapers. Usually, such organs are very glad to print information concerning activities in the high schools, but often times they cannot afford to assign staff men for coverage. So, after a conference with the local editors, they agreed to our suggestion to appoint a pupil editor, who would work under our supervision, and publish a daily column about school activities. In this manner we can be sure that accurate and well written reports appear in public print, and the newspapers are glad that we take such responsibility. Nothing about the activities is accepted for publication unless it comes through the pupil editor.

These seven points constitute our regular publicity program for activities. In addition, we use whatever opportunity is provided to supply speakers to civic organizations and service clubs, and the high school alumni organization. Directly opposite the main entrance to the school, the manual arts department has built a large glass enclosed bulletin board that serves as a directory for all school activities, much as an office building has a directory along side the elevator. One-half of this directory lists the activities, the sponsor, place and time of regular meeting, and the other half contains the classified advertisement section of the leading metropolitan paper, with red pencil marks applied to those ads pertinent to high school graduates. This classified ad sheet is posted every morning before school. Pupils easily get in the habit of looking at this special bulletin board every day. In this way we emphasize both the variety of our activity program and the vocational or professional opportunities awaiting graduates who are qualified. The connection between the two is not expressed directly, but is quite effective.

It is now evident that our program of publicity for school activities is succeeding, because parents and townspeople evince more and more interest in what the school is doing for the children. At the last parent-teachers meeting, as much time was spent in discussing activities and their importance as to all other matters combined. They understand that our school wishes wholesome not wholesale activity, voluntary not enforced participation, and alert and rational expression.

The success of any good activities program is incomplete without an adequate and planned campaign of publicity, which must be honest and well-balanced. It is not an easy job, but it pays good dividends, and assures a high rate of interest.

Athletics

The "A" in athletics stands for ambition—ambition to be the best possible player in one's position on the team.

The "T" in athletics stands for training—the first requisite of any athlete.

The "H" in athletics stands for honesty—honesty to one's self and one's teammates.

The "L" in athletics stands for loyalty—loyalty to team and school.

The "E" in athletics stands for eligibility—without which an athlete is valueless to his team.

The "T" in athletics stands for trustworthiness—a trait all good athletes possess.

The "I" in athletics stands for improvement—which is always observable in good athletes.

The "C" in athletics stands for courage—courage to do the thing that is right regardless of how the game is going.

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The "S" in athletics stands for stick-to-it-iveness—the best trait in any athlete.—*Michigan H. S. Athletic Ass'n. Bulletin.*

High school debating lives today only in the hands of an inspired teacher. Under such direction the student learns the values of honest scholarship, the fine points of platform presentation, as well as the art of verbal thrust and parry.—*Editorial in New Jersey Educational Review.*

If a man empties his purse into his hand, no man can take it away from him. An investment in knowledge always pays the best interest.—*Franklin.*

Education is the only interest worthy the deep, controlling anxiety of the thoughtful man.—*Wendell Phillips.*

A thankful heart is not only the greatest virtue, but the parent of all the other virtues.—*Cicero.*

The doorstep to the temple of wisdom is a knowledge of our own ignorance.—*Spurgeon.*

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New York, N. Y.

News, Notes, and Comments

MODEL HOBBY ROOMS

Hobby rooms, designed especially for the pursuit of various recreational and educational activities, promise to be one of the unusual features of the Homes and Garden exhibit at the 1939 Golden Gate International Exposition on San Francisco Bay.

HIGH SCHOOL MUSIC FESTIVAL

For the past two or three years, in order to stimulate music in the public schools of Virginia, the Virginia Education Association has included at its annual conventions a program consisting of a chorus, an orchestra and a band by the public school pupils. These programs were participated in by several thousand public school children. The last one was limited to high school pupils. For the coming convention this program will be omitted and instead a music festival has been organized under the title of the Virginia High School Competitive Music Festival which, for special reasons, will be held in Richmond, April 7-8, 1938.—*Virginia Journal of Education*.

Whether he be referred to as the dean or generalissimo of college coaches, Dr. John E. Dorman of Upper Iowa University at Fayette, ranks with the men longest connected with active coaching at one particular school. As far as can be determined, he holds the record in Iowa, having coached baseball for the last 29 years, and football for the last 27, at the school where he is still head coach in those two sports, as well as athletic director.—*Cedar Rapids Gazette*.

"There are 128 school districts in Iowa named 'Pleasant' (?), according to Fred L. Mahannah, Deputy State Superintendent."

The stunt entitled, "The Home Coming," found in the Stunts and Program Material department of *School Activities* this month was written and given special adaption to a campaign to sell the McPherson High Life, by Barbara Davis, student in the McPherson, Kansas, High School.

Of interest to vocational guidance teachers are eight brief brochures just published and announced by the National Occupational Conference, 551 Fifth Avenue, New York City, N. Y. These may

be procured for ten cents each. Here are the titles:

- "Waiters and Waitresses," by John F. Murphy.
- "Teaching as an Occupation," by Marguerite G. Healy and Marie McNamara.
- "Pharmacy as an Occupation," by Irvin S. Noall.
- "The Occupation of the Motion Picture Actor," by Shipley Wells.
- "Linotype Operation as an Occupation," by DeWitt S. Morgan.
- "The Occupation of the Insurance Salesman," by Sigmund Adler.
- "The Occupation of the Barber," by A. E. Schoettler.

FOUR WOMEN

In the early autumn of 1837, four women and thirty young men entered as Freshmen the four-year course at Oberlin College, leading toward the degree of Bachelor of Arts.

These four young women were the first to be accepted for a standard college course. Their matriculation was the beginning of co-education on the college level. College education for women thus began as co-education.

By order of the Board of Trustees, Oberlin College devoted the day of October 8, to ceremonies appropriately celebrating this Centennial. In a larger sense, however, the Centennial belongs not to Oberlin, but to the whole college world, says Hatch Wilkins, President of that institution.—*Journal of the Florida Education Association*.

BACK NUMBERS—20 FOR \$2

While the steady growth and improvement of *School Activities* leaves early issues far behind, the value of back numbers is nearly as great now as it was at the time of their publication. Most of the material that was good then is good now, but it will not be reprinted. Several hundred back numbers may be had at twenty copies—no two alike—for \$2.00. Send your order to School Activities Magazine, Topeka, Kansas.

According to a report of Superintendent T. L. Clark, of Parkston, South Dakota, in *SDEA Journal*, about two-thirds of the high schools of that state do not bar students from becoming valedictorian or salutatorian of the high schools of that state, because they have not earned all their credits

in the school from which they are being graduated.

The annual conference of the National Mimeograph Paper Association was held at Central Normal College, Danville, Indiana, on November 13th.

The Spring Grove Public Schools, of Spring Grove, Minnesota, observed Parents' Day on November 11th. This event grew out of the combined efforts of the school system of Spring Grove and its PTA in a systematic attempt to interpret the schools of that city to its public.

"Sentinels of Safety," a new 16 mm. and 35 mm. sound film, is distributed without rental charge by the Aetna Life Insurance Company.

A bibliography list of 150 books, booklets, and periodicals suitable for boys and girls ranging up to advanced high school age and covering about every conceivable subject relating to railway transportation, past and present, is being distributed free of cost by the Association of American Railroads, Washington, D. C.

CHRISTMAS CAROLS

The Christmas program would not be complete without the singing of Christmas carols. Any good community song book will have many of the best of these songs. The following are suggested. Select your favorites:

Silent Night, The First Noel, The Christmas Song, Joy to the World, Luther's Cradle Hymn, God Rest You Merry Gentlemen, It Came Upon a Midnight Clear, Angels From the Realms of Glory, O, Little Town of Bethlehem, Hark, the Herald Angels Sing, While Shepherds Watched, O, Come All Ye Faithful, We Three Kings of Orient Are.

DEBUNKING AGENCY FORMED

"To assist the public in detecting and analyzing propaganda by conducting scientific research and education in the methods by which public opinion is influenced," is the purpose of the Institute for Propaganda Analysis, with headquarters at 132 Morningside Drive, New York City. Some of the schools already participating in this movement are: Horace Mann and Lincoln Schools of Teachers College, Columbia University; the public schools of Rock Island, Illinois; the public schools of Newtin, Massachusetts; the Wisconsin State Teachers College at Milwaukee; and the University High School, Northwestern University, Evanston, Illi-

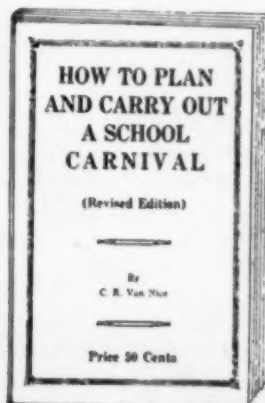
nois. More than a score of prominent educators are among the leaders in this movement.

THE SCHOLASTIC RULE IN ATHLETICS

The announcement of new regulations for the health and physical education program in the state of New York contains an interesting item concerning a new eligibility policy in athletics. According to Dr. Hiram Jones, Director of the State Health and Physical Education Department, "Athletics will now be regulated, ruled, and financed in the same way as social science, mathematics, or other academic subjects." A supplementary statement by Mr. Ellis H. Champlin, Chief of the Physical Education Bureau, points out that the regulations pertaining to athletic contests do not contain any mention of scholastic requirements. This revolutionary action in athletic policies recognizes the desirability of giving all the children an opportunity to participate in the athletic programs. It is the viewpoint of these two leaders that schools "do not require a boy to play football in order to take a course in algebra. There is no reason why a boy should be required to pass algebra in order to play football." Thus is athletics given the status of a subject in the curriculum—*Journal of Health and Physical Education*.

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School Specialty Service

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The Red Cross in Our Schools

(Continued from page 174)

through citizenship activities and through acts of World Friendship and Service to humanity good character results may be obtained. Through their membership, young people participate in activities in cooperation with adults and make a genuinely useful contribution to society. The purposeful, practical phase of the work appeals to the members. Their altruistic tendencies are fostered and broadened through practical expression of their friendliness toward other children, elderly people and those in need at home or afar.

Teachers making use of the Junior Red Cross in their schools have enthusiastically approved the program. From an elementary school comes this: "We are taking a more vital interest in other countries, not merely in our own, and we are constantly less in terms of self. No man liveth unto himself."

A director of a kindergarten wrote: "I cannot tell you what joy and harmony this project of yours has brought to our children." A rural school in Arizona writes: "The pupils have chosen for their service work the care of an orphaned baby boy and they are furnishing food and clothing for the child." An Indian school principal in Oklahoma writes: "There is one thing I firmly believe the Junior Red Cross is doing for our children here, and that is that they are learning more and more every day to be of service in some way. They are doing little deeds of service that are quite commendable, and I am sure that they are doing them in a spirit of service to the school as an expression of appreciation for the many nice things they are getting at our school."

At the close of the school year 1936-37, a total of 36,493 elementary and high schools in the United States were enrolled with a membership of 8,577,198 of which 7,066,885 were in grade schools and 1,510,313 were in high schools.

The Junior Red Cross is now an active force in the schools of fifty-two countries with a worldwide membership of more than seventeen million children, constituting the world's largest single youth organization.

There are no individual dues in the Junior Red Cross. Every school boy and girl in the Nation is invited to become a member by enrolling in his school. Funds to support the Junior organization are provided by the Senior Red Cross from annual membership dues, received during the Roll Call, from Armistice Day to Thanksgiving.

Fame sometimes hath created something for nothing.—Fuller.

After Dinner Gleanings

- A new book by JOHN J. ETHELL. It contains a wealth of clever anecdotes and stories that are really funny. Among its several hundred short talks of a serious nature will be found those suitable for almost any occasion upon which men and women are called to speak. More than that, it has a unique plan or organization by which appropriate stories or quotations may be brought into a talk or toast. In fact, it provides a clever speech—ready-made, yet original—for any person, any time, any place. The price is \$1.25 postpaid.

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How We Do It

C. E. ERICKSON, *Department Editor*

A SIGNIFICANT CHRISTMAS GIFT

Most student activities have served in one of two major ways: The activity rendered a service to the school and the community, or the activity enabled each student to live a richer individual life. In many schools so much emphasis has been placed upon individual interests and individual development that too little attention has been given to our group needs.

Increasingly, student activities will attempt to serve a real social purpose—to work on problems common to the majority in the school. This trend is evidenced in the study recently reported in the book written by Paul R. Hanna called, "Youth Serves the Community." At this season of the year it seems quite appropriate for each organization to ask itself the following questions. What can we do to serve the school and the community? Can we sponsor some all-school social affairs? Can we organize a parent's night? Can we establish a community service talent bureau? Can we start an athletic school for adults? Can we publish a handbook of school and community recreational opportunities? Can we sponsor a series of speakers, forums, debates, dramatic events, or musicals? Can we aid some worthy community enterprise? Can we do something to show our appreciation to our parents? Can we take our places as socially useful citizens?

Dedicate this period and the days that follow to a real program of community enrichment. Remember that every live organization needs a significant ideal, working plans, and an enthusiastic membership.

The Scribblers

MARY W. ECKLER

Associate Professor of English, Mount Union College, Alliance, Ohio

Two years ago, four girls decided it would be both pleasant and profitable if one afternoon a week they would meet to read and to discuss poetry. The first time they met they asked one of the teachers in the English Department to be present, and together they decided to announce through the medium of chapel and the college paper, a regular meeting time and place for all who were

interested in reading and writing poetry. The next week ten students came, and from that beginning grew the organization that last year named itself "The Scribblers."

It is a loose organization in the sense that it has no fixed membership, no officers, no badge of any kind, and no dues. Perhaps its value lies in that very *looseness*. Each week only those really interested, meet to read and to discuss. Sometimes they read poems they themselves have written. Some of them have a very real ability, too. One of the group wrote the long narrative poem that served as the nucleus for the May Day Pageant. The jingles and rhymes that are used in Stunt Night the, more often than not, composed by members of "The Scribblers."

Sometimes they read poems they particularly like and dislike. At other meetings they discuss forms old and new—poets of yesterday, today, and tomorrow. At each meeting they decide what they will do at the next, and one of the group volunteers to be a sort of leader for that meeting. They have a column in the college paper and at least one poem a week, written by one of them, appears in that column. The column carries, too, notices of new books of poetry or, sometimes, a recommendation for some one poem or poet. Once a semester the group holds an open meeting to which they invite the students.

"The Scribblers" is unsupervised though they inform their faculty member of their meetings, and when she can, she attends. It is *actually* a student organization. It is a bit of heaven in the college. To those who are skeptical that a group *can* and *will* be self-supporting without faculty aid, "The Scribblers" of Mount Union College is a positive affirmation.

A Blind Basketball Tournament

HAROLD E. BOWER

Hartsburg High School, Hartsburg, Illinois

The primary purpose of most basketball tournaments has been to determine a winner. Here is one type of tournament that takes into consideration some other factors. This activity attempts to foster a feeling of good will and fellowship among the participating schools.

The tournament is held on a Saturday and for one day only. This type of tournament has an advantage in that since the number of competing teams is small and it is not played on a school day it does not conflict with any regulations set up by the Illinois Athletic Association, and at the same time does not require the sanction of that association. The tournament is limited to four teams. At an earlier date the host school decides on the teams they would like to have compete and invitations are sent to these schools. Since this is a blind tournament, no team will know the opponent until the time the tournament starts. On the day of the tournament and at an hour designated, the four Principals of the schools meet on the gym floor and there before the spectators draw for opponents and places on the schedule. Immediately following the drawing the playoff starts.

Following the two games of the afternoon the Foods Class of the Home Economics Department of the high school prepare and serve a banquet to all of the teams, principals, coaches, and officials. At this dinner place cards are used so that the players from each school are not grouped together. A short program follows the dinner.

After the dinner the teams from the visiting schools become the guests of some of the high school students and are entertained in the homes of these students until the playing hour in the evening at which time the winners are determined.

Prior to the beginning of the tournament each school is asked to appoint two representatives to become a part of a committee to award a sportsmanship medal to the player who displays the best attitude of sportsmanship throughout the tournament. After the championship game, trophies for first, second, and third places are awarded as well as is the sportsmanship medal.

All tournament expenses are assumed by the host school. Needless to say, the gate receipts for this type of tournament have always exceeded the expense involved and at the same time a finer, more wholesome, cooperative spirit has been developed both in the community and among the visiting high schools as well.

Noon Activities

CHARLES E. WINGO

Principal, Community High School, Argo, Illinois

This organization was established during the school year 1936-37. Its objective is to provide a vast variety of recreational and leisure time activities for the students of Argo High School, who remain at the school during the noon lunch period.

GENERAL OUTLINE AND SCHEME OF

PROGRAM: The activities for both boys and girls are conducted either outdoors on the available playing areas such as the softball diamonds, horseshoe courts, and tennis courts; or indoor on the gymnasium floor and other available indoor space.

Indoor competition is fostered. A point system has been established and the freshmen, sophomores, juniors, and seniors all vie for supremacy. The winning class at the end of the school term will be treated to an outdoor party through the generosity of the other three classes.

A student committee has complete charge of the program. Officers have been elected and they have

STATEMENT OF OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912,

of School Activities Magazine, published monthly except June, July, and August, at Topeka, Kansas, for November 1, 1937

County of Shawnee, State of Kansas, ss:

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared R. G. Gross, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:
Publisher: School Activities Publishing Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.
Managing Editor: C. R. Van Nice, Topeka, Kansas.
Business Manager: R. G. Gross, Topeka, Kansas.

2. That the owner is: School Service Co., Inc., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: Harry C. McKown, Gilson, Ill.; C. R. Van Nice, Topeka, Kans.; R. G. Gross, Topeka, Kans.; T. H. Reed, Topeka, Kans.; J. B. Christman, Topeka, Kans.; Nelson Ives, Topeka, Kans.; Earl Ives, Topeka, Kans.; A. D. Robb, Topeka, Kans.; Harold E. Gibson, Jacksonville, Ill.; Abbie Buck, Topeka, Kans.; Charles H. Buck, Topeka, Kans.; A. M. Baughman, Morrill, Kans.; G. W. Van Dyke, Topeka, Kans.; Helen Green, Topeka, Kans.; W. N. Viola, Pontiac, Mich.; L. Odessa Davidson, Topeka, Kans.; Elizabeth M. Gross, Topeka, Kans.; G. W. Akin, Barclay, Kans.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in said stock, bonds, or other securities than as so stated by him.

R. G. GROSS,
(Signature of Business Manager)

Sworn to and subscribed before me this second day of October, 1937.
(Seal) MARY V. SULLIVAN,
(My commission expires December 12, 1939)

organized sub-committees to handle various aspects of the program. For example, the president and other officers of the Hi-Noon Club select their own program of activities and arrange their tournament dates. Two members of the faculty serve as advisors to the student committee.

There is a Point System for team competition and individual competition.

List of activities used at present:

TEAM

Softball, Basketball, Volleyball, Horseshoes, Tennis, Shuffleboard, Table Tennis and Bridge.

INDIVIDUAL

Horseshoes, Tennis, Checkers (Giant Checkerboard used; 9 feet square), Free-Throwing (Basketball), Table Tennis and Shuffleboard.

One of the interesting features of the noon hour program this fall was an outdoor weiner roast in the athletic park.

Some desirable outcomes from our program are: Worthy use of leisure time, interesting entertainment, student leadership, greater student participation, orderliness in the school plant during the lunch hour, elimination of student cliques, and a greater holding power on the students to keep them from wandering to loafing places near the school

Inter-Home Room Competition

K. E. LIVINGSTON

*Principal of Portales Junior High School,
Portales, New Mexico*

The home room organization in most junior-senior high school programs is poorly organized and in no other department is responsibility so easily shifted. If the home room program is to be a success, the home room teacher must assume a greater responsibility in stimulating the necessary interest that is so vital to any extra-curricular activity. In an attempt to secure that much needed interest in the home room and to develop a keen sense of home room pride, we have introduced a series of contests between the home rooms. One often hears the comment that boys and girls should not have to compete in order to secure interest, but the spirit of competition is exceptionally strong in boys and girls of junior high school age; and I wonder if it is not rather strong in all of us. We have tried to use the desire to excel in building a home room spirit of loyalty that has profited us much in teaching those desirable traits that should come from home room activity.

At the beginning of the school year the assembly program was so planned as to include a date for five contests between the home rooms: Serious declamations, humorous declamations, vocal solos,

vocal duets, and extemporaneous speaking; and we will soon include extemporaneous reading. The above contests find the interest of most of the group, but in order to interest more students and to develop a home room pride and loyalty in all the students, we have included contests among students interested in softball, basketball, and volleyball. The contests are so scheduled during the year as to keep up the interest and give the students time to select and prepare their contest numbers. At the beginning of the year two faculty members are chosen to sponsor each contest. It is their job to select pieces that will be of a uniform nature, and to set up rules for the contest and to give the contestants from each of the home rooms two weeks of coaching before the contest.

Teachers are assigned, or in some cases permitted, to select the contest they feel qualified to sponsor, and all home room teachers have at least one contest to sponsor during the year. When we started our contests several years ago, we arranged for each home room teacher to coach her own home room pupils, but we found we were having a contest among home room teachers rather than among students. We have found that by choosing teachers to sponsor each contest the contestants receive a more thorough and beneficial training. The

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responsibility for selecting contestants rests on the home room and in the elimination contest much valuable training is given a large number of students. These preliminary contests give the home room teacher an opportunity to interest many students to appear before small groups.

Judges for each contest are secured from the townspeople. Each contestant is rated, but no award is made to the winner. Each is given a valuation of six points for first place, four points for second place, and two points for third place. A large placard showing the various events and the rating of each home room is kept posted on the bulletin board. A plaque is awarded after each contest to the room amassing the greatest number of points. The winning home room is permitted to keep the plaque until some other home room piles up a greater number of points. The home room having the greatest number of points at the end of the school year is given permanent possession of the plaque and their name is engraved on it.

The athletic events are under the supervision of the physical education department. Some of the elimination contests are held during the regular physical education periods, but the final games are played during the noon hour or during the regular assembly period in order that all of the students may see the games and cheer for their respective teams. At the end of the school year the winners of the forensic and music contests are given an opportunity to appear before a large audience at the Junior High School graduation exercises. We have abandoned the speaker type of graduation program and believe the parents and students enjoy an exercise in which the students participate. By adding an instrumental number or two a fairly well-balanced program is provided and one from which long practice is eliminated at a time when both teachers and pupils are busy.

These contests have kept up the interest among the home rooms and created a strong feeling of home room loyalty so necessary to the successful functioning of a home room program. It has also given a large number of our students an opportunity to participate in the field of their particular interest.

A Planned Program of Assemblies

LUCY MAY COPLIN

*Demonstration High School, West Virginia
University*

The General Assembly Program is a weekly institution in the University Demonstration High School of West Virginia University, forty-five minutes being the time usually devoted to this vital school activity. Because a large number of college

seniors are engaged in student teaching, the time for the assembly is not stationary. It is the custom to hold these gatherings in the morning for half the semester and then to schedule them for an afternoon period, thereby affording opportunities for these teachers in preparation to see and to direct this type of curricular and co-curricular work.

A scant fifth of the assembly programs is contributed by speakers, musicians, and other types of performers from without the school. No worthwhile offering, however, is passed by. Often an extra assembly is provided at short notice when an outstanding feature is available.

The first assembly each year is an impressive one, as the student Council and the various council committees are at that time presented to the student body and their purposes and plans outlined. The best examples of class-room work in all departments are featured from time to time. Likewise the achievements of Clubs are presented to stimulate the interest of freshmen and sophomores.

Pre-views of plays and entertainments provide attractive programs. When representatives are to be chosen for scholastic contests, the assembly gives a splendid audience situation and serves to create interest in such worthy endeavors. "Pep" Sessions for athletic events occasionally fill the period with activities that increase school loyalty and lung power. Motion pictures of an instructive as well as an entertaining character are shown. Group singing, music by the regular choruses, glee clubs, the orchestra or individuals always have a place on assembly programs. The open forum where students thresh out significant school problems, has been one of the popular and successful types of assembly activity. Under the leadership of one of their peers, lively and serious exchange of views take place, and end by some constructive action being taken by the entire group.

The assemblies are arranged by a committee composed of a chairman selected by the Student Council, representative from each class chosen by the chairman, and two faculty members named by the principal of the school.

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A School Co-Operative

(Continued from page 160)



The girl at the desk marked "TIMEKEEPER" is Nancy Lillenthal, daughter of David E. Lillenthal, nationally known TVA director.

tines, walnut-shell buttons, and other handiwork, which are sold at the NSC store.

The garden work was really the starting point of the NSC program. The science teacher, in order to correlate his general science work with the agriculture, conceived the idea of starting a small produce company to sell products from the garden to residents of Norris. The idea quickly expended as the teachers saw its possibilities for correlating other studies with this activity. Realizing the need for organization, the social science classes studied carefully many different kinds of business organizations. After several joint meetings of the staff and the pupils, the Norris School Produce Company was organized. A board of three directors was elected by the pupils. These directors chose their chairman. The other officers, such as department heads and foremen, were elected by the departments concerned. The company started with four departments: Production, sales, accounting, and advertising. The production was supervised by the science teacher, the accounting by the mathematics teacher, the advertising by the English teacher, and the sales by the social science teacher.

Fifty dollars capital was needed by the organization at the start, and in order to raise this amount, 500 10-cent bonds bearing three per cent interest, and maturing in June, 1935, were issued.

These bonds were sold by the sales department. Stock in the company could be obtained only by work.


A five-acre plot of land was obtained from the town management. In return for this, the company delivered the town news bulletin. In addition in raising, advertising, and selling products, and accounting for the proceeds, the garden work developed such activities as soil analysis, care of plants, soil erosion control, building a greenhouse, and canning produce.

Landscaping was being done in the town, and bulbs, seeds, and garden supplies were in demand, so the sales department bought seeds and bulbs from a wholesale house in Knoxville and sold them to the town's folks. In all, \$200 worth of merchandise was sold before the garden produce was ready.

When the school term ended that June, the company had enough money to redeem the bonds and still have a profit of \$250 to be divided among the stockholders.

After a careful evaluation of its educational possibilities, and with a year's experience, teachers and pupils decided to integrate the school program with the project. In September, 1935, the company became the Norris School Co-operative, the policy of which was to combine the features of consumers' and producers' co-operatives. The NSC has a sales department which operates a supply store with an average business of \$80 per month; a school bank, with checking and savings accounts amounting to \$300, and a loan service, a production department divided into agriculture and home-making sections; a first aid station which includes a sanitation inspection squad; a lost-and-found service; an administration department, an accounting department, and a publicity department. Members are transferred to new departments every seven weeks, in order to give each pupil a chance to become acquainted with all phases of the work.

The Norris School Co-operative is young yet, but at the same time it is old enough and has been successful enough to have convinced teachers, pupils, and patrons of its value in practical real-life education.



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Have You Read These?

BY THE EDITOR

"First, God made idiots. That was for practice. Then he made school boards," said Mark Twain. Later, another writer added, "for only half-wits will submit to being ruled by imbeciles." This applies only to former situations? Then listen: "The fate of a school teacher resting on the mercy of a board of education . . . is as precarious as that of a hostage on the running-board of an escaping bank bandit's car. . . . To send the better trained, properly cultured, men and women out to deal with the average American school board is to ask them to waste their sweetness in the polluted air of chicanery, asininity, and ignorance.. Whew! Whether he is right or wrong, and he may be both, H. T. Rayne certainly arraigns school boards in his article, "First God Made Idiots ———," in *The Clearing House* for September. At least you'll enjoy it.

Bet you believe, more or less, some of these: "If the child works hard enough he can get his lessons." "If he doesn't, it is his fault and he should be censured or punished." "The main job of the elementary school is to teach the three R's." "Any child would rather be outside playing than inside studying." "Children will learn if the teacher makes them." Well, Carleton Washburne doesn't. He believes that it is as natural for a child to learn as it is for him to eat, and that if he doesn't we as parents and teachers should seek to learn the cause and not push him. Here is a good article by a well-known practical educator—"Fit the Course of Study to the Child," in *National Parent-Teacher* for August. Further, whether you do or do not believe in homework, read Washburne's, "How Much Homework?" *Parents' Magazine* for November.

"They (football fans) demand a Battle of Gettysburg every Saturday with all kinds of strategies, intrigue, and sideshows thrown in. . . . They (graduate managers) attempt to disguise their great desire to get a larger share of the \$40,000,000 national football gate by prattling about college spirit and service (always spelled with a capital). . . . They (college authorities) have little or nothing to do with athletic activities. . . . They (football coaches) must be diplomats, politicians, showmen, and winners." And you will find the balance

of the picture in John McCarthy's, "Win — or Else," in the November *Commentator*.

Blushing with shame we've all seen or heard these: Jeering, hooting, and ridiculing opponents at the slightest provocation; yelling to disconcert foul-shooters; abusing officials; and in other ways treating visiting teams and their followers as deadly enemies. And we know that often training in good sportsmanship disappears in the changed atmosphere of a game. However, according to a writer on the *Indianapolis News*—"Verily this is Utopia. Believe it or not . . . they simply do not BOO in Connersville." Let Kenneth Cook tell you about the "Pepnocrats" in his, "We Don't Boo—Do You?" *Scholastic Coach*, October. Cook's plan can be easily adapted to any school, yours included.

"Don't meet him alone. . . . Don't let him come in. . . . Don't shake hands with him. . . . Don't allow him to be seated. . . . Don't allow him to discover your interest and palaver about it. . . . Don't read the introductory letters offered. . . . Don't answer or listen to curiosity-arousing questions or statements. . . . Answer with monosyllabic grunts, or not at all. . . . Refuse free gifts," are a few of the suggestions which Bertrand R. Canfield lists in his, "You're Being Sold," in the November *American Legion Magazine*. By all means read this article and then use it in your home room and assembly thrift-education programs.

"Such cases (using athletic teams or dramatic clubs to advertise the town, to earn money for equipment, or to enhance reputations) are inexcusable exploitations of youth and undeniable prostitutions of splendid character-training opportunities," is typical of the clear, forceful, and logical language Paul Terry uses in, "Democratic Principles of Supervision for Extra-Curriculum Activities," *School Review* for November. Here is a good substantial article.

Another practical and helpful article on a fundamental but much neglected topic—"The Problem of How to Study," by Roy Ivan Johnston, *School Review* for October.

School Clubs

EDGAR G. JOHNSTON, *Department Editor*

PARENTS AND THE CLUB

Teachers and parents are coming increasingly to recognize their essential partnership in the intriguing, challenging, and sometimes perplexing task of stimulating pupil growth. The modern school has realized that it is not merely financial support which must be forthcoming if its efforts are to be successful, but understanding and active cooperation on the part of parents. Parents are more and more looking to the school for help in developing desirable character traits which once were left largely to the home. An interesting illustration of this is found in a study carried on by a Lakewood (Ohio) Parent-Teacher Association and reported in the Educational Research Bulletin.¹

Three groups of parents were asked to check a list of twenty-two items representing possible outcomes of school experience, indicating the order of importance and whether the outcome was a responsibility of the school or of the home. It is interesting to note that of the ten highest ranking purposes, only one—"ability to speak and write good English"—is in the field of academic achievement. "Ability to think sensibly and logically," ranked first. "Good mental health," came next and the others include such outcomes as "ability to get along well with other people," "pleasing personality traits," "good manners," etc. It is obvious that the well-planned club program will play a large part in achieving the purposes these parents consider important.

When it comes to placing responsibility for achieving these ends, these parents felt that both school and home must play a part. Of the twenty-two items checked only one—"ability to read Latin"—was left wholly to the school! All the others were looked upon as joint responsibilities. That sponsor is overlooking an opportunity who fails to enlist the interest of parents in the program of the club. Many clubs stage an annual Parents' Night when the group demonstrates its abilities for the benefit of fathers and mothers. Others have Mother and Daughter teas, Father and Sons banquets, a family picnic, or some other social event in which parents and their children share. In some schools, progress in club activities is reported to parents along with scholastic achievement.

In the club reports which follow are several examples of club functions to which parents were invited. Many other opportunities will suggest themselves to the alert club sponsor, eager to secure parental cooperation in a common enterprise to which each has a significant contribution to make.

AMONG THE CLUBS

The Club reports for December are contributed by teachers in Pennsylvania, Michigan and Texas. Miss Ethel Waddell reports on the Leaders' Club at Perry School; Miss Estella Uhr is sponsor of the Boys Cooking Club of San Antonio; Mr. John W. Hall fathered the Agriculture Club described in this issue; Miss Mary V. Carroll contributed the account of music clubs in Chester.

A BOYS COOKING CLUB

San Antonio, Texas

The purpose of the cooking club for boys is primarily recreational. The initial interest in this project was expressed in the enthusiastic enrollment in a regular home economics class conducted with boys and girls working together. The boys, it is believed, did not find interest in this cooking class merely through curiosity, but rather through a sincere desire for a working knowledge of elementary cooking in order that they might help their mothers, be more useful and competent in their outings, and, in some cases where their mothers were employed, assume regular cooking responsibilities in the home. Because of insufficient facilities to accommodate all, the boys were forced to give up their course. This did not dampen their interest but only increased it, and so the boys organized a club and elected a president, vice president, secretary, treasurer, reporter, and host.

The club meets every Thursday for forty-five minutes. The laboratory accommodates twenty-four pupils in groups of two. In order to save time, the recipes to be used are usually mimeographed. The boys help in the buying of the groceries and the money spent is accounted for by their treasurer. Cost of all the supplies used, including the cleaning material, amounts to only seven or eight cents per boy per lesson. The food

prepared by the club is planned in such a way that it may be used by each boy for lunch for that day.

At first outdoor cooking was done in a nearby park, but now two very nice grates have been procured for this purpose and have been placed under trees back of the school. Outdoor cookery consists of doughboys, kabobs, hunters' stew, frankfurters, angels-on-horse-back and broiled steaks. Indoor cookery consists of quick-breads, corn bread, corn-pones, buttermilk biscuits, pastries, custards, puddings, and sometimes a vegetable plate lunch. The boys also prepare macaroni and cheese, eggs a la goldenrod, and other simple, everyday foods. At Christmas time they make cookies, candy and beverages. The boys requested a lesson in how to serve correctly so we served a breakfast with six at the table, each one having a special duty to perform.

A LEADERS' CLUB

Perry High School, Pittsburgh, Pennsylvania

The Girls Leaders' Club was organized in Schenley High School over twenty years ago and has proved so successful that such a club has been organized in every junior and senior high school in Pittsburgh. While there is similarity in the general organization, there is enough flexibility to permit adaptation to the local situation in each school. Most of the clubs require a passing grade in all subjects with an A grade in physical education for membership. In some schools the girls are asked to join and must be approved by all the club members and all instructors in the department. In other schools any girl who has met the scholastic and physical education grades applies for membership and the sponsor decides without vote of club members. The girls who have come out for at least one after-school sport are usually given the preference.

At Perry High School the club is divided among "A," "B," "C," and "D" leaders who rotate duties weekly. Leader "A" takes the roll on a printed slip with numbers from 1 to 100. She stands at the entrance to the gymnasium and checks off the girls' numbers as they enter. Leader "B" stands beside her and checks the uniforms and general appearance. She notes if a girl has beads, bracelets, ear-rings, or chewing-gum (we are old-fashioned enough to prohibit gum-chewing in class). Leader "C" is responsible for ventilation and equipment. Leader "D" is an office leader and remains in street clothes on that day. She takes the numbers of girls who are taking showers (we have shower facilities for only fourteen girls at a time), notifies them to leave class about three minutes early and checks as they come out of the showers. During the class period she remains in

the gymnasium office to do clerical work such as reporting attendance, answering the phone, signing early dismissals—in fact anything that would ordinarily interrupt an instructor during the class period.

The club meets once a week during activity period for games in season and practice in serving as referees. As a result they are able to referee the after-school games of the intra-mural program. One or two social affairs are held each year, usually a picnic in the fall for club members only and a dance in the spring, open to all pupils of the school. Proceeds of the spring dance are usually sufficient to finance the program for the year and to purchase equipment for recreation, such as a badminton set which was presented to the school the past year.

December is designated as "Service Month." Then the club does something definite for others. One year old silk hose were collected for the Veterans' Hospital for use in making rugs. Last December books were collected for the new Ju-

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venile Detention Home. The girls cleaned and mended the books and made attractive jackets from wall paper.

The club has staged several very successful play days, taking charge of about 200 girls for a round of games, a swim, and a banquet at which athletic awards for the year were presented. The climax of the year is the gathering of all Leaders' Clubs of the city for an annual Play Day, an occasion for playing together for the sheer joy of playing rather than competing to win.

STARTING AN AGRICULTURE CLUB

Durand High School, Durand, Michigan

As I saw the need for an agriculture club in the high school, but wanted suggestions to come from pupils, I dropped occasional hints before a few of the most active leaders and waited. One morning three boys came to my room and asked me if I did not think it would be a good idea to organize an agriculture club. After a short discussion, in which I took a minor part, I gave the boys a list of questions and told them to get six more boys who they thought might be interested in such a venture. They agreed to discuss the questions, and meet with me a week later. Included in the list of questions were: Why do you want an agriculture club? Do you want meetings for fun, for the discussion of your problems, or for both? Would such an organization be of value to you after leaving school? On the date set the group met. The degree of enthusiasm and the thoughtful consideration indicated in replies to the questions augured well for the new club. Temporary officers were soon elected, and a constitution and a set of by-laws drawn up.

The first large project that this club undertook was to borrow fifteen hundred dollars (\$1,500) from the local bank for seven months. This money was used to purchase registered bred gilts for the boys. The notes were all paid from proceeds from the enterprise when they came due and substantial profits were earned by club members. The enterprise grew from year to year and was the means of financing college careers for three boys. With the organization in Michigan of a branch of the Future Farmers of America, the club was incorporated as a chapter.

The chapter sponsors an annual two-day community and school fair having an attendance of 1,400 to 2,000. In staging this fair it has the co-operation of the home economics girls, the general shop boys, the glee club, the orchestra, the dramatics club, the grade teachers and their pupils, the junior and senior high school pupils and their teachers, the local Chamber of Commerce, and the merchants. The chapter also sponsors an annual

Father and Son banquet. An agricultural program is sponsored for the benefit of the farming community and latest approved practices in agriculture are presented in demonstration plots by members of the club. Not least among the values resulting from this organization are the increased confidence developed as a result of participation in club discussions and the opportunity for delegates to state and national conventions to meet with boys from other schools.

MUSICAL CLUBS

Chester High School, Chester, Pennsylvania

The musical clubs of Chester High School are divided into orchestra, band, string quartet, girls' glee club, mixed chorus, and dance orchestra. The orchestra furnishes music for each assembly. This means that forty-five students give at least four forty-five minute periods a week to the school. The band of forty-five boys supplies music for football games and athletic events. The girls' glee club of one hundred forty members, the mixed chorus of sixty members, from which a girls' quartet is chosen, the dance orchestra of twelve members, and the string quartet are not only at the beck and call of school activities, but of the various service clubs in the city, as well.

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Assembly programs of classical and popular music are given. The dance orchestra furnishes music for class dances and parties. For this privilege each class or organization pays the sum of ten dollars toward the purchase of music. The musical clubs are self-supporting. The Teachers' Association, the Century Club, and the service (Rotary, Kiwanis, and Lions) seek their services. During the past seven years the city has been enlightened, and forced to recognize the work accomplished through the so-called "frills" of education, the extra-curricular activities.

Through the guidance of the two musical directors, these young people have been so trained that the results are more professional than amateur. Pupils too timid to admit their possibilities, and pupils ignorant of their abilities have been brought to light. From the glee club and mixed chorus have come many soloists, and it is with a great deal of pride that we note the poise and confidence developed.

Every spring the public has the opportunity of witnessing the spring concert presented by all the musical clubs. One of the most beautiful and most inspiring presentations is the Candle-light service given by the girls' glee club on the evening before the closing of school for the Christmas holidays. The auditorium is entirely dark, and the one hundred forty girls wearing white surplices and holding candles enter the auditorium singing Christmas hymns. A cantata is presented, and then comes the recessional. This is a fitting opening of the Christmas season.

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Preparation for life implies participation in life.—*Anon.*

Real education is mental evolution, not mental revolution.—*J. Stanley Gray.*

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Stunts and Program Material

MARY M. BAIR, *Department Editor*

DECEMBER CALENDAR

Christmas in one way or another seems to fill the whole of December. Study, programs, entertainment, shopping, home, school, and social interests all carry the atmosphere of Christmas.

Plan a program relative to the many interesting days connected in one way or another with December. Take music, for instance. Have you ever counted the number of outstanding musicians whose birthdays happen to fall in this merry month? The music club, the P. T. A., or the music department of the school should find the following names and suggestions replete with ideas for educational and inspirational programs with music as a theme. What a wealth of romance, of drama and music comes to mind when we think of Antonia Stradivarius, that Italian maker of violins. Ludwig von Beethoven has long been mentioned as the "unsurpassed master of instrumental music." Note the great contributions, though of different periods and from different countries, given the world by Carl Maria von Weber, German composer and creator of romantic operas, and Giacomo Puccini, the Italian operatic composer.

Peter Illyitch Tchaikowsky, the famous Russian composer, was born in 1840 and on Christmas day. Lovers of art in any of its forms find a place of inspiration for work and every possible encouragement and inducement toward creative art at Peterborough, New Hampshire, where a world famous artists' haven is maintained in memory of Edward Alexander MacDowell, American composer and pianist.

We have come a long way on the field of invention since Eli Whitney (another December birthday) invented the cotton gin. A skit or playlet, even a pantomime, showing field hands at the time of that invention in contrast to the much publicized "share cropper" of today would make an interesting and entertaining study.

An impersonation of Charles Goodyear (1800-1860) using slides for an "illustrated lecture" on his own invention of the process of vulcanizing rubber would be a novel offering. So, too, would be an "illustrated lecture" by one who could impersonate the French biological chemist and pathologist, Louis Pasteur.

Direct groups of children in commemorating

Saint Nicholas, the Patron Saint of children. Use the pageant form of presentation, not in Christmas pageant, but as the real festival for children is celebrated in Holland, Belgium, and parts of Germany. To give the pageant more color, to add countries and action, direct other groups of children costumed as from Scotland and the north of England to sing songs, then to accept the gifts of cakes, just as little gifts are accepted by the singers and the guests on the last day of the year, Hogmanay. Frequent reference to this old custom will be found in the novels of Sir Walter Scott.

Scan the world of literature for the month of December. Start with Melvin Dewey, one of the founders of the American Library Association, and make a pageant showing various authors whose works merit a place in any library. Outstanding among the writers whose birthdays fall in December are: Thomas Carlyle, Scottish essayist and historian; John Milton, English Puritan poet; Matthew Arnold, Thomas Gray and Rudyard Kipling; Jane Austen, Emily Dickinson and John Greenleaf Whittier; Edward Arlington Robinson, Joseph Conrad and Joel Chandler Harris.

Many of the above mentioned writers have given us stories and poems the characters of which would be even more appreciated if made to live through the impersonation of students interested in literature. Can you visualize a program where a Kipling "Jungle Boy," a John Greenleaf Whittier "Barefoot-Boy" might mingle with some of the "Uncle Remus" characters as created by Joel Chandler Harris?

Even a patriotic program has its place in December. Three of our presidents, Martin Van Buren, Andrew Jackson, and Woodrow Wilson, were born in December. This was the month when Washington, D. C., became the permanent home of the United States government. It is the birthday anniversary of Clara Harlo Barton, founder of the American Red Cross, and of George Dewey, Admiral of the United States Navy. Our forefathers landed on Plymouth Rock in December.

As an inspiration for a "Peace on Earth" theme, what better character than the "patron of peace," by Alfred Bernhard Nobel? Tell of the five Nobel prizes given each year and why these prizes are given. Then tell something of the valuable

contributions to the good humanity as made by the scientists who have won these prizes.

THE HOME COMING

BARBARA DAVIS

Note:—The following stunt is to be presented by students in Journalism. It can be made quite humorous if it is read while being pantomimed by the characters as they are mentioned:

A certain man had two sons; and it came to pass in the fifth year of President Roosevelt II, that the younger of them said unto his father, "Father, give me the portion of thy goods that falleth unto me in my next month's allowance." And he presented their allowances unto them.

And not many days after, the younger son gathered all together, the family car and a smooth specimen of the female sex, and took a journey unto a distant city, for he expected to see a movie.

And there he wasted his substance in riotous living. Movie tickets, ice cream sodas, chewing gum, etc., soon consumed his advanced allowance.

And when he had spent all, there came the first issue of *High Life*, and the young man began to be in want. And he fain would have paid the fifty cents for the paper with the candy and chewing gum wrappers and movie ticket stubs which he had collected, but no journalist bade him.

When the end of the first semester came, the young man came to himself and said, "How many hired servants of my father have money to pay *The Daily Dribble* and the *New York Sun*, and I am in want for the school paper known as *High Life*. I will go to my father and will say unto him, "Father, I am a sap. I have erred before my home town High school and in thy sight. Make me as one of the hired servants that I may earn enough to buy the paper for next semester."

And he arose and went to his home, and said unto his father, "Father, I am a sap. I have erred before my home town High School and in thy sight. Make me as one of thy hired servants that I may earn enough to buy the paper for next semester."

And his father seized his hand warmly and shook it, and said, "Son, thy *High Life* shall be purchased, but you shall indeed become as one of my hired servants. Your wages, however, are to be used toward the *High Life* throughout the rest of your high school career, for I perceive that your experience of this first semester of your sophomore year has caused an idea to sprout where none grew before."

Then the elder brother who was a senior at a co-educational institution of learning, brought

forth his files of the *High Life*, and they began to read and make merry.

YES DEARIE

MARY G. BROWN

CHARACTERS: A sweet, demure young woman of the clinging vine type. A romantic hero, dashing and masterful. The rival for the "sweet young thing's hand." The rival is talking over the telephone while the hero is in the room with the girl. Her answers are for the hero, but the rival, via telephone wire, thinks these answers are for him.

(Before you start have an imaginary telephone line strung up and ask about four or five people to hold up this imaginary line.)

RIVAL: Hello, is this you, Mary?

HERO: May I come in?

MARY (brightly and eagerly): "Yes, Dearie."

RIVAL: Are you O. K.?

HERO: Waiting for me?

MARY (emphatically): "Yes, Dearie."

RIVAL: I think of you all the time.

HERO: My dearest.

MARY (with feeling): "Yes, Dearie."

RIVAL: You are my all in all.

HERO: I love you only.

MARY (dreamily): "Yes, Dearie."

RIVAL: Are you very happy now?

HERO: Do you love me?

MARY (sentimentally): "Yes, Dearie."

RIVAL: I'll be over to see you tonight.

HERO: Mine to have and to hold.

MARY (passionately): "Yes, Dearie."

RIVAL: Oh, Mary I had the best luck today.

HERO: Now, I've caught you.

MARY (eagerly): "Yes, Dearie."

RIVAL: I went fishing today and you should see the long line of suckers I have on my line, N-O-W!

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Affirmative Rebuttal Plans

(Continued from page 162)

lature. In the election of 1936, the Governor (a Democrat) had a majority of 77,000, but the one-house legislature was made up of 22 Republicans and 21 Democrats. This is proof of the fact that the people voted for the man and not for the party. This is the best proof that can be given that the people are going to vote for a non-partisan ticket if they are given an opportunity. This one reform will bring enough benefits within itself to force the adoption of the unicameral plan in other states.

Negative Argument—The adoption of the one-house legislature will not cause any greater fixing of responsibility upon the legislators than does the present plan.

Affirmative Refutation—The negative evidently realize that the two-house system does not provide for the fixing of responsibility upon the legislators of our states. They practically admit this when they attempt to prove that the adoption of the unicameral system will not give more responsibility than we have today. They admit that we should have more, but they feel that the affirmative proposal will not give this responsibility.

Now let us look at the one-house legislature to see just where it will increase the responsibility of legislatures. In the first place there will be only one house and the members of one house cannot pass the buck for legislative neglect or mistakes upon the other house. There could be no such thing as the shifting of responsibility from the House to the Senate and then from the Senate back to the House. In the one-house legislature there is no importance attached to the election of the Speaker as he cannot appoint all committees and thus control legislation. In the one-house the bill is proposed and discussed in the open. Then following a full discussion the members are asked to pass upon the legislation, and the press is given an opportunity to record their vote. Under such conditions how can the responsibility for legislation be evaded? How can the legislators blame anyone for their actions when they have a record before the public of every vote or speech they have made in connection with the bill?

Negative Argument—We should retain the bicameral system of legislation because it makes for better consideration of bills that are passed in the legislature.

Affirmative Refutation—Nothing could be further from the truth than the statement that our present day legislators give consideration to the bills that are passed. In the State of West Virginia in 1927, 43% of the bills passed or a total of

84 out of 196 laws were enacted during the last week of the session. Certainly these bills did not receive due consideration. On the last day 39 bills or 20% of the total were rushed through for approval. It is more important to consider that practically all bills of any importance were rushed through during the last week, and the bills that were given due consideration were not the important bills. Thus we can see that the bicameral system has failed to bring with it any consideration of bills, but instead has been the cause of a great lack of consideration.

Negative Argument—The average ability of the members of our bicameral legislators is high in this country.

Affirmative Refutation—The statement that the
(Continued on page 198)

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Parties for the Season

MARY HELEN GREEN, *Department Editor*

ALL STAR NIGHT

A four-starred party, no less!

Stars and stars—all kinds of stars—Christmas stars, Hollywood stars, "would-be" stars, police stars, heavenly stars, literary stars; games for stars, games about stars, decorations of stars, honors with stars, prizes of stars.

On a policeman's star-shaped badge, invitations are issued. They read "Calling all stars" and include the place and time of the party.

Following the custom of stars, the philanthropic spirit dominates. Since this is the Christmas season, each guest is asked to bring a white elephant or a newly purchased toy or article of food or clothing, each suitable for a Christmas basket for some unfortunate family. Rebuilt and redecorated toys, or clothing which has been out-grown, will serve the purpose well. These donations are to be wrapped with Christmas wrappings. Blue stars will be offered for the following:

1. Most artistic package.
2. Most original package.
3. Largest package.
4. Smallest package.

Announcement of this benefit idea may be made on the back of the invitation, or in the case of an all-school affair, a verbal announcement may be made.

This year the brown tones again enter into competition with the blues, reds and greens for Christmas wrapping supremacy. With such a variety of colors it is possible to make packages with striking, harmonious or unusual combinations. Touches of black, especially when used with red, will often give character to a package. Silver used with certain blues and greens is pleasing to the eyes.

For reminders, here are a few suggestions for wrapping packages: (These and others may be posted for general use.)

Attach small bells or a yarn Santa Claus to the streamers of the bow.

Tie glassips, a sprig of holly or mistletoe in with the ribbon. Glassips may be tipped with colorful wax.

Make corners of rectangular-shaped packages in one or more contrasting colors.

Combine plain colored paper with figured paper. A strip of ribbon may cover the joining.

Fasten streamers down with seals or stars.

Create a snow scene by using cotton sprinkled with glistening snow and inserting objects, such as a house or a tree as silhouettes. Hold in place by covering with cellophane paper.

Wrap ribbons across the corners of the package rather than making right angles in the middle of it.

Enclose irregularly shaped gifts in a box before wrapping. The package will be more acceptable and much more easily wrapped.

Make designs, such as a Christmas tree, on plain colored paper by using small blue, red or silver stars.

Be generous with the ribbon used in tying packages. A few more inches may make all the difference in the world. Cut the ends at an angle or in the case of narrow paper streamers, curl the edges with the blade of the scissors.

No matter what Christmas decorations are used, the tree itself holds the center of interest. Glistening lights, tinsel and ornaments will trim the tree. At the very top of the tree, if there is a lighted star, some of the guests may feel inclined to say:

"Star light, star bright
First star I've seen tonight
I wish you may
I wish you might
Grant this wish
I wish tonight."

If it is possible it is always lovely to have an outdoor tree decorated, this in addition to the one inside. Festoons of green with a wreath at the entrance help create the Christmas atmosphere.

Mistletoe hung in a convenient place above a door passage or on a center light fixture, is readily discovered by the guests.

Holly is suited to table decorations. By arranging it in a star shape, it makes a lovely centerpiece base for a small tree or a lighted star.

For place cards, print the guest's name on a holly leaf. Poster paint probably will be the simplest to use. Another idea for place cards is to use red or green cellophane stars with a name card pasted on top.

Almost any game or floor show which deals with stars will fit into this party. The social committee may have some favorite ones to try. If not, perhaps these will help in making plans:

The marble game or Chinese checkers as it is

often called, is played on a six-pointed star board. There are probably several boards in the neighborhood. The time element enters into this game. It generally takes about an hour to play it.

Without folding the paper or without using a pattern, have the guests cut a three inch five pointed star.

A "Professor Quiz" contest will determine the intellectual star.

A literary star may entertain with "gay gossip in brief."

Star fashions such as displayed in a fashion show frequently reveal many trying and grotesque costumes.

The Stage Door may welcome the entrance of a Deanna Durbin, a Nelson Eddy, a Fred Astaire and a Ginger Rogers, a Sonja Henie (if the space permits roller skating), and an Edgar Bergen with Charlie McCarthy. Back stage will undoubtedly have its autograph collectors.

Prizes for various games and contests fit into the central theme. A milky way (candy bar), a big dipper, a little dipper, a big bear and a little bear are suggested.

Favorite recipes of stars should be used for refreshments. Perhaps some one will vote for star-shaped plum pudding.

Success to the hosts! May there be stars in their crowns!

COME TO THE NORTH POLE FOR CHRISTMAS

ROBERTA EARLE WINDSOR

Whether you mail your invitations or put up a poster, this invitation will arouse the interest of your guests.

"Mr. and Mrs. Santa Claus invite you to a Christmas party at the North Pole located temporarily at for the evening of December RSVP"

The recreation room in a home or in your school gymnasium provides the ideal setting. Make your decorations white and crystal to simulate snow and ice. Be sure to give a tall, white pole topped with a flag, a prominent place. Wooden boxes painted white to represent cakes of ice are just the thing for seating your guests.

If you live where there is snow on the ground you can begin your party successfully by having your guests meet at a designated place and then transport them to the party by "dog" sled. Perhaps several good natured fellows in your crowd will be willing to be the dogs. Fur coats and dog masks will add to the fun.

Mr. and Mrs. Santa Claus in appropriate costumes meet the guests and welcome them to the North Pole. If it is a large party, begin right

here to break it up into smaller groups, so that everyone can enter into all of the activity. Mrs. Santa Claus may pin a slip on each person assigning him to one of the four (more or less) groups: The Icicles, the Snowflakes, Jack Frost's Painters, or North Wind's Breezes.

A ten minute battle with cotton snow balls is the first thing on the program. Let two of the groups challenge the other two. Give each person a cotton snow ball. The balls must be thrown. The lines cannot get any closer than six feet. (The sides are lined up facing one another, each back of a chalk line which they must not overstep). Whenever a person is hit by a snow ball from the other side he retires back of the enemy lines as a prisoner. The side taking the most prisoners wins. Watch the time. Have judges that are alert and keep things straight.

Next let's go for a sleigh ride. Let each side quickly choose five representatives. Each group of five lines up with the one behind holding on to the person in front of him. In this relay race all five run in line to the goal and back to the starting point, with the one at the end coming to the front at the end of each lap until all persons have been first. The line finishing first wins for its group.

Here is a Christmasized version of the old game, Fruit Basket. It is called "Christmas Mail." Give each player the name of a city or a town. "It" is the postman. He says, "I have a Christmas card here from New York to Memphis." Those two cities try to exchange places without his getting a seat. The loser becomes postman. "Special Delivery" means everybody move. "Parcel Post" is the signal for everyone to sit still. Can't you just hear the squeals when someone starts to move when the postman says parcel post? This game is good fun, but don't let it go on long enough to drag.

Everybody likes pep and action and here it is. Have two lines facing, each with a safety goal behind it. A director on the side lines says, "Seeals" or Seeleights," and which ever side he calls takes out for its safety goal with the other side after them trying to tag as many as possible. Play for time. Lots of fun and action and breath, so why not sit down and rest a little with the next game, which is "What's in My Christmas Package?"

Everyone is secretly given the name of some article. "It" walks around and touches any one he chooses in the group. This person must get up and demonstrate by actions what he is. If "It" guesses correctly, he has the privilege of selecting someone else to be "It." The names given are such things as a toy drum, little tin soldier, a doll, a carpet sweeper, little red wagon, electric train, etc.

Does your gang like stunts and singing with the lights turned down? The groups might each put on an original stunt after being given a few minutes to prepare it. And then everybody sings! Or you can provide a playlet or special entertainment such as readings, music or magic, etc.

Will you be having a Christmas tree at the North Pole? Why not let Santa Claus bring in the gifts in his pack and pass them out now?

Anybody hungry? You can serve anything you like, but ice cream balls and hot coffee or hot chocolate make a hit with almost any crowd. Cover a cup cake with ice cream and shape it round, roll it in cocoanut and you have an ice cream snow ball. And you not only have something good to look at but good to eat.

"Lights out!" We really must go now so the janitor can lock up. Well, it was a swell party. We'll be seeing you. Merry Christmas everybody!

THE A B C's OF 1938

"Time and tide wait for no man." Here we are, again cataloging and filing away the events of this past year. We are looking forward with inspiration and renewed interest to the freshness of an untried program.

The world's most famous hostess, Elsa Maxwell, acknowledges that the cost of the party does not determine its success. A well planned five dollar party often furnishes the guests more real entertainment than does a fifty dollar one.

An early recognition of the truth of the saying that there is nothing new under the sun will cause our social chairmen and advisers to relax in the shadow of its rays. Full time may then be spent in selecting and readjusting plans to form the continuity necessary to any well planned social activity—this continuity to be based on a central theme.

Recently the oculists in a mid-west city became so exercised over the inability of the young children to read the letters on the eye test charts that they appointed one of their number to investigate the cause. He called upon the superintendent of schools, who, in turn, suggested that he visit one of the elementary schools. That visit convinced him that the oculists would have to keep step with modern educational progress and must now change their letter charts to recognizable word charts.

If the facts of this story distinguish the modern from the old-fashioned, then this party instantly classified itself as the latter.

The greatest bet ever made was the alphabet. Surely the odds will not be against us if we begin our social calendar with the A B C's of 1938.

Children's blocks lettered A, B and C, will furnish the design for the New Year's Eve invita-

tion. If it is not necessary to send the invitations by mail, a small paper cube made to resemble a block may be used. Decorate the sides with letters, a clock face, bells, and party information. Either the time of the party or the midnight hour may be placed on the clock. Of course the decorations should be added before the sides are pasted together.

Decorate the rooms and table with colorful building blocks, with large letters and with New Year symbols. A large hour glass may be used to time the games.

All the games played are based on the alphabet. Choose from the following suggestions the games best suited to the invited group:

Prepare letters to correspond with the initials of the boys' names. As the guests enter give each boy the initial of his surname. The girls receive an initial of a boy's given name. Boys find their partners by hunting for the girl who holds his other initial. As individuals, each is to reduce his ego. The conversation is limited by refusing guests the right to use "I." Forfeiture of their letters is the penalty for becoming self-centered.

To each small group, of perhaps three or four couples, distribute paper on which are listed the letters of the alphabet. After finding how many words may be represented in sound by these letters—this may be a game in itself—then see which group can write the greatest number and longest combinations of phrases, exclamations or sentences with these words. The original sound of the letters must be retained, although plurals, proper nouns, and changes in tense will be permitted.

Examples of words are:

b—bee
c—sea or see
j—jay
t—tee or tea
yy—wise
ee—ease
ii—eyes

Combinations of words, recall some of our early childhood games:

yyur —Too wise you are
yyub —Too wise you be
Icur —I see you are
yy4me—Too wise for me

Others are:

O, I c a b
BB r yy
U tt J
I tt bb
I c u

For another game, place on a table objects to represent each letter of the alphabet. After viewing them for a few minutes each player is asked

to write his word alphabet from memory, as:

- A—apple
- B—bean
- C—candy
- D—dog, etc.

An interesting contest may be made by offering prizes for the best expressions of these three lines. They lend themselves well to this use:

A B C D goldfish
L M N O goldfish
O S A R

Anagrams may be played in one of several ways. As an inactive game words are formed at a table by rearranging mixed letters. If these words are active ones, such as racing, hunting, etc., the group may be required to put on a stunt to illustrate them. As a more active game, each person in a group represents one or more letters and holds them in his hand. These may be lettered blocks. When the letters are called, those who hold them must rearrange themselves in line formation until the correct spelling is made. A spelling bee would certainly be in keeping with the theme of the party.

An original story which includes certain familiar combinations of letters may be related. These letter combinations—abbreviations, so to speak—are assigned secretly to the players, and each time theirs is mentioned, they must stand, turn around, and sit down again. Failure to do this before the leader counts ten penalizes the player. When SOS is read, all must perform at once. Some combinations suggested are: MD, WPA, AAA, CIO, MA, CCC.

Try a playlet in which all members of the cast employ the letters A, B and C instead of words. The expression in the voice and the action carry the plot.

Base the writing of resolutions on the letters of one's name or on the A B C's.

Refreshments

If the night is cold, a tasty soup, an oyster stew, or chili with macaroni or noodle alphabets will be appreciated. Crackers and pickles are co-partners with such refreshments.

Dainty refreshments may be preferred. If so, serve open-faced sandwiches, ice cream molded into a New Year symbol and cookies or individual cakes. Open-faced clock sandwiches are made by using a cream cheese top, with narrow strips of pickles for hands and pimiento dots for hours. Cookies or cakes may easily be initialed to correspond to the guest's name. Use a cookie tube for Swedish cookie dough. Bits of spiced gum drops make a colorful marking on light colored sugar cookies.

As the clock strikes twelve, the horns, whistles

and bells which the hostess has provided, sound forth in deafening tones. Although this is the omega of the party, it is really the alpha of 1938. Surely everyone knows his alphabet forward and backward by this time. In addition to the temporary noisy favors, give the guests a more permanent one as they leave—a purse calendar. This is made by covering a one cent calendar with an artistic envelope-shaped stiff covering for protection. The flap of the envelope is so constructed that it fits into a slit in this covering.

And with the Happy New Year greetings, the party ends.

Three percent of the country's adult population have graduated from college, and four percent more have attended some college.

Bulletin of the United States
DEPARTMENT OF THE INTERIOR.

You may glean knowledge by reading, but you must separate the chaff from the wheat by thinking.—Osborn.

I WANT A JOB as YOUR Assistant

I believe I can help you increase your efficiency as a teacher or a director of teachers.

Through the magic of print, I am able to serve thousands of superintendents, principals and teachers at the same time—and 85% of my employers renew my contract year after year.

As your assistant I can bring you valuable information and ideas from North, East, South and West. I can show you how other people are solving problems similar to yours.

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I can inspire you with examples of great teaching.

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I can save you hours of time, for I can look into schools, classrooms and the minds of educational thinkers and report to you—not pedantically but interestingly—much that is vital to your own success.

I can furnish thousands of good references from satisfied employers.

And my salary? It's merely nominal. I blush to suggest it: for it is only \$2.25 for a whole school year.

I am The Journal of Education. Please address me at 6 Park Street, Boston.

Affirmative Rebuttal Plans

(Continued from page 193)

ability of the legislators of the United States is high does not go with the facts as the average American knows them today. The political system in this country does not encourage men to prepare for public service, since it gives no hope for a career. The sessions of the legislature are short, and this does not attract men of ability. The pay fails in some instances to meet the expenses of the man attending, and again we see that the ability of men willing to take such positions would have to be inferior.

Negative Argument—The adoption of the unicameral system will not increase the amount of responsibility for the acts of the legislature.

Affirmative Refutation—The adoption of the unicameral legislature will eliminate the evil of passing the buck from one house of the legislature to the other as is done so often today. Under the bicameral system the members of one house can prove that they voted for a bill and show on the record that they did. The members of the other house can also show that they voted for the bill in a slightly different form. At the same time the entire bill was never passed, but the responsibility for its failure to pass was not fixed upon any one person.

Leaders Are Made

(Continued from page 169)

numerable opportunities daily for leaders in the making. All we have to do is recognize our opportunity and go ahead and make leaders.

It seems hardly necessary to say anything about the importance of leadership in our present day society. No democracy can flourish without its full quota of leaders who will lead it toward socially desirable goals. We are told that we will have in this country either a well regulated democracy or fascism. It would appear then that unless we can develop an ever increasing number of leaders to man efficiently the machinery of our democratic institutions we will inevitably drift toward a dictatorship such as has already been established in a number of European countries.

Since we have at least some little assurance that leaders can be made it behooves the secondary schools of America to do everything in their power to make the required number of leaders.

Approximately 90 percent of all persons enrolled in school go to public educational institutions, and 10 percent to private schools.

Bulletin of the United States
DEPARTMENT OF THE INTERIOR.

FROM THE CONTENTS OF THE FIRST ISSUE BETTER ENGLISH



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Joseph T. Shipley

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Robert F. Ridpath, M.D.

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School Activities Book Shelf

CREATIVE GROUP EDUCATION, by S. R. Slavson, Lecturer in Education, School of Education, New York University, Published by Association Press, 1937. 247 pages.

This book presents a series of practical and suggestive techniques for, and penetrating discussions of, creative group and classroom procedures. Basing his thought on the theory that sound educational practices must be based upon the fundamental nature of the child and his needs, the author advances the suggestive concept of good group work as "an extension of good family life." The major part of this book is devoted to descriptions of practical methods for engaging young people in creative activity and social participation. Some of the chapter titles are: The Group in Personality Development, The School and Club Program, Music and Dance, Trips and Excursions, The Educative Value of Parties, Utilizing School Holidays for Group Activity, and The Educational Consultant: A New Type of Supervision and Training.

ATHLETICS IN EDUCATION, by Jesse Feiring Williams, Professor of Physical Education, Columbia University, and William Leonard Hughes, Associate Professor of Physical Education, Columbia University. Published by W. B. Saunders Company, 1937. 472 pages.

This is a new edition of a popular book of a few years back. It offers in the light of today's point of view concrete and practical suggestions for the conduct of athletics in conjunction with the whole educational program. It gives full treatment to both intramural and interscholastic phases of athletics for both boys and girls of both high school and college. The first five chapters deal in a general way with athletics in educational institutions. The remaining ten chapters give practical, concrete suggestions for the conduct of athletics. The former part presents the philosophy; the latter a way of procedure.

DO'S AND DON'TS OF DRAMA, by Jean Lee Latham. Published by Dramatic Publishing Company, 1935. 172 pages.

This is a handbook of 555 pointers for beginning actors and directors. It treats those *first things*

that all actors and directors of acting need, but that are often more or less hidden in the many pages of bigger volumes. It is difficult to imagine how a beginner in acting and directing who has not read this book could spend a few hours more profitably in the interest of dramatics than to read it. The title of the book well indicates what one will find in it.

BEACON LIGHTS OF LITERATURE, Grade Seven, by Rudolph W. Chamberlain, Editor of the Citizen-Advertiser, Auburn, New York; Co-editor of Progressive Readings in Prose. Published by Iroquois Publishing Company, Inc., 1936. 751 pages.

The editor of Beacon Lights of Literature has assembled an unusually fine group of selections from present-day writings and those of past generations. Material covering a wide range of experiences, provides sufficient reading for the entire year. The twelve sections are arranged according to center of interest which the Experience Curriculum and other national authorities have agreed to be the fields most appealing to seventh grade pupils.

Particularly up-to-date and stimulating are the last two sections—Enjoying Motion Pictures and Listening to Radio Broadcasts. The brief, inspirational sketches of the authors and the apt illustrations accompanied by short legends are added features which make this book outstanding.

EDUCATIONAL, PSYCHOLOGICAL, AND PERSONALITY TESTS OF 1936, by Oscar Buros, School of Education, Rutgers University. Published by School of Education, Rutgers University, 1937. 141 pages.

The title of this book leaves little to be said as to what its content is. For several years the publishers of this book have published a bibliography of such tests, and this number embodies the benefits of years of experience. This book lists and describes practically all the 1936 tests of the three types mentioned. School people will find it a helpful reference book in planning their testing programs. While it is dated, it covers material that will not soon become obsolete.

Comedy Cues

EVEN SANTA SLIPS

Dad—Son, who taught you that naughty word?
Jimmy—Santa Claus.

Dad—Santa Claus?

Jimmy—Sure, when he tripped over my bed Christmas morning.

Chappell (visiting new dentist for first time)—
Have you been a dentist very long, Doc?

The Dentist—No, I was a riveter till I got too nervous to work up high.—*Scholastic*.

Two members of the rural school board visited a country school. During the visit the teacher asked a small boy who signed the Magna Charta?

The boy replied—"Please, ma'am, I don't know; I didn't."

Said one member of the school board to the other—"I don't like that boy's manners. I believe he did sign it."

Professor—"This examination will be conducted on the honor system. Please take seats three apart and in alternate rows."—*The American Observer*.

OCCURS ANNUALLY

In the Spring a young man's fancy

Lightly turns to his exams.

Till the end he laughs at study;

Then he settles down and crams.

—*Yellow Jacket*.

Mary—"Can you keep a secret, Roberta?"

Roberta—"Sure, I can, but it's just my luck to tell things to girls who can't."—*Montreal Daily Star*.

THE LANGUAGE OF TRADE

"I'm asking for more electricity over here, do you understand?"

"Yes, ma'am; more power to you."—*Junior Scholastic*.

School Principal—Now, Roger, what are you doing? Learning something?

Roger—No, sir. I'm listening to you.—*The Pathfinder*.

HEREDITY

When our fathers of today were boys they never thought anything of walking several miles to school. Now they have sons who never think of it either.

SELF-MADE—WITH HELP

Father: "Yes, my boy, I'm a self-made man."

Son: "Gee, pop, that's what I like about you. You always take the blame for everything."—*Journal of Education*.

Male Straphanger: "Madam, you are standing on my foot."

Female Ditto: "Oh, I beg your pardon. I thought it belonged to the man sitting down."—*Scholastic*.

Index to Advertisers

Assembly Service.....	190
Better English.....	198
Debate Coaches Bureau.....	193
De Moulin Bros. & Co.....	185, 190
Eldridge Entertainment House.....	190
Extra-Curricular Publishing Co.....	188
E. L. Gamble, Playwright.....	192
Gennett Records.....	189
Harvard Film Service.....	190
Indian Museum.....	193
Journal of Education.....	197
Junior Arts and Activities.....	4th Cover
Mid-West Debate Bureau.....	3rd Cover
National Occupational Conference.....	183
Potter Mfg. Corporation.....	177
Renaissance Book Co.....	180
Scholastic.....	2nd Cover
School Specialty Service.....	179
Teachers Service Bureau.....	177
Womans Press.....	177
Raymond Youmans Publishing Co.....	184